DOCUMENT RESUME

ED 300 991 EC 211 287

AUTHOR	Dowling, Jane; Hartwell, Cindy
TITLE	Compendium of Project Profiles: 1988.
INSTITUTION	Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	88
CONTRACT	300-85-0160
NOTE	353p.
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	*Disabilities; *Education Work Relationship; *Government Role; Grants; Program Descriptions; Secondary Education; *Transitional Programs; Young Adults
IDENTIFIERS	*Office of Special Educ Rehabilitative Services

ABSTRACT

The directory lists grants funded under the Office of Special Education and Rehabilitative Services (OSERS) Secondary and Transition Initiative. Information was obtained from a January, 1988, questionnaire of projects, from original grant applications, and from the previous year's project profiles. The compendium includes five sections: (1) an introduction which describes the Federal Transition Initiative and the role of the Transition Institute at the University of Illinois; (2) an overview which contains a summary of the descriptive data collected from projects in each of the current competitions; (3) a Project Profile Section which provides a summary of each individual competition, a summary of the projects funded under the competition (both current and expired), and individual project profiles (including project demographic information, project purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation plan, and project products); (4) an index providing a guide to projects' specific evaluation components and program characteristics; (5) appendices such as a copy of the Project Characteristics Questionnaire. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED300991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Compendium of Project Profiles 1988

Jane Dowling
Cindy Hartwell

EC 211 287

TRANSITION
INSTITUTE
AT ILLINOIS

The following principles guide our research related to the education and employment of youth and adults with specialized education, training, employment, and adjustment needs.

- Individuals have a basic right to be educated and to work in the environment that least restricts their right to learn and interact with other students and persons who are not handicapped.
- Individuals with varied abilities, social backgrounds, aptitudes, and learning styles must have equal access and opportunity to engage in education and work, and life-long learning.
- Educational experiences must be planned, delivered, and evaluated based upon the unique abilities, social backgrounds, and learning styles of the individual.
- Agencies, organizations, and individuals from a broad array of disciplines and professional fields must effectively and systematically coordinate their efforts to meet individual education and employment needs.
- Individuals grow and mature throughout their lives requiring varying levels and types of educational and employment support.
- The capability of an individual to obtain and hold meaningful and productive employment is important to the individual's quality of life.
- Parents, advocates, and friends form a vitally important social network that is an instrumental aspect of education, transition to employment, and continuing employment.

The Secondary Transition Intervention Effectiveness Institute is funded through the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education (contract number 300-85-0160).

Project Officer: William Halloran

For more information on the Transition Institute at Illinois, please contact:

Dr. Frank R. Rusch, *Director*
College of Education
University of Illinois
110 Education Building
1310 South Sixth Street
Champaign, Illinois 61820
(217) 333-2325

Merle L. Levy, Publications Editor

Compendium of Project Profiles 1988

Jane Dowling
Cindy Hartwell

BEST COPY AVAILABLE

© Copyright 1988 by the Board of Trustees of the University of Illinois

Acknowledgements

The Technical Assistance Program staff wishes to thank the project directors who devoted time and effort toward the completion of the questionnaires. Their contributions have made it possible to present a comprehensive view of the nationwide transition effort being conducted through the OSERS funded transition projects. In addition, we would like to thank Beatrice Palermou and David Metzer for their assistance in the final preparation of this document.

Contents

List of Tables and Figures vii

Preface. ix

Introduction xiii

Overview xv

Project Profile Section

Competition Profile: 84.078C 1
Summary of Project Profiles 3
Individual Project Profiles 7
Summary of Expired Project Profiles 75
Individual Expired Project Profiles 77

Competition Profile: 84.086M 87
Summary of Project Profiles 88
Individual Project Profiles 91

Competition Profile: 84.158C 113
Summary of Project Profiles 115
Individual Project Profiles 119
Summary of Expired Project Profiles 167
Individual Expired Project Profiles 169

Competition Profile: 84.158L 183
Summary of Project Profiles 184
Individual Project Profiles 187

Competition Profile: 84.023D 207
Summary of Expired Project Profiles 208
Individual Expired Project Profiles 211

Competition Profile: 84.023G 223
Summary of Expired Project Profiles 224
Individual Expired Project Profiles 227

Competition Profile: 84.078B 239
Summary of Expired Project Profiles 240
Individual Expired Project Profiles 243

Competition Profile: 84.128A 255
Summary of Expired Project Profiles 256
Individual Expired Project Profiles 257

Competition Profile: 84.158A 261
Summary of Expired Project Profiles 262
Individual Expired Project Profiles 265

Competition Profile: 84.158B 277
Summary of Expired Project Profiles 278
Individual Expired Project Profiles 279

Appendix A Project Characteristics Questionnaire 287

Appendix B Expired Project Characteristics Questionnaire . 301

Index 305

Tables and Figures

Tables

1 Percentage of Projects Serving Specific Political Units xxi

2 Percentage of Youth/Adults Served in Individual Competitions by Specific Handicapping Condition xxii

3 Number of Individuals Participating in Related Service Components by Individual Competition xxiii

4 Percentage of Projects in Current Competitions Reporting Cooperation with Specific Agencies xxv

5 Percentage of Projects in Individual Competitions Using Specific Evaluation Approaches xxvi

6 Percentage of Projects in Individual Competitions Collecting Specific Data/Information xxvii

7 Percentage of Projects in Individual Competitions Using Specific Types of Instrumentation xxix

Figures

1 Overview of Current Grant Competitions xvi

2 Geographical Distribution of Current Projects. xvii

3 Overview of Expired Projects xviii

4 Geographical of Expired and Current Projects xx

5 Percentage of Primary Grant Recipients xxiv

6 Percentage of Projects Developing Specific Products . . .xxx

7 Percentage of Projects Practicing Objectives xxxi

Preface

This document, produced by the Technical Assistance Program at the Transition Institute at Illinois, is a directory of grants funded under the OSERS Secondary and Transition Initiative. The information and descriptive data contained in this document were collected in part from the responses of OSERS funded projects to project characteristics questionnaires distributed in January 1988, to current and expired projects (see Appendices A & B). Other project information was obtained from original grant applications and previous year's profiles. The information contained in the individual competition profiles was obtained directly from the grant announcement packets for each competition.

The 1988 Compendium of Project Profiles includes five sections:

- The Introduction describes the Federal Transition Inititative and the role of the Transition Institute at Illinois.
- The Overview contains a summary of the descriptive data collected from the projects in each of the current competitions. An overview of the current competitions is presented in Figure 1, and an overview of expired project information is provided in Figure 3.

* The Project Profile Section provides a summary of each individual competition, a summary of the projects funded under the competition, both current and expired, and individual project profiles for current and expired projects. The Competition Profile provides a summary of the purpose, authority, eligible recipients, funds available, number of grants awarded and duration of awards for each competition. The Competition Profile precedes the individual project profiles for each of the ten competitions. The Summary of Project Profiles contains a summary of the data reported in the individual profiles of current projects for each competition. The Individual Project Profiles provide a description of each current project funded under the individual competitions. The profile includes project demographic information, project purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation plan, and project products.

The Summary of Expired Project Profiles follows the individual project profiles for the current projects and presents an overview of the purpose, focus of continuation activities, project components being continued and project products reported by the expired projects in each competition. Individual Expired Project Profiles follow each Summary and provide information on the original project purpose and, if reported, the focus of the expired project's continuation activities, the project components being continued and by whom, and the project products available from the project. A full description of a project's activities prior to expiration of federal funding may be found in previous editions of the Compendium.

* The _Index_ provides a guide to projects' specific evaluation components and program characteristics.

* The _Appendices_ provide a copy of the Project Characteristics Questionnaire (Appendix A) that was sent to all projects current as of January 1, 1988. Appendix B contains a copy of the Expired Project Characteristics Questionnaire.

The _Compendium_ is an annual publication of the Transition Institute at Illinois and is intended for specific use by project directors, OSERS' project officers, and Transition Institute staff. Others involved in the transition effort may also find this document useful for obtaining an up-to-date view of the nationwide transition effort being supported by the U. S. Department of Education, Office of Special Education and Rehabilitative Services. Users of the _Compendium_ are encouraged to communicate directly with project contact persons listed on the profiles. Users are also urged to submit comments and suggestions for improving the useability and effectiveness of the document for future issues.

Points of view or opinions expressed in this document do not necessarily represent the U. S. Department of Education's position or policy. The contents of this book are presented for information purposes only; no endorsement is made.

Introduction

The economic, educational and employment problems encountered by youth and adults with handicapping conditions have been addressed through a variety of federal and state programs in the past. Assurances of nondiscrimination, mandated services and equal access to services have earmarked federal legislation through the years, however, only recently has Congress elected to focus directly on the transition from school to work for these individuals. In the 1983 Amendments to the Education of the Handicapped Act of 1973, Section 626 of Public Law 98-199, entitled "Secondary Education and Transitional Services for Handicapped Youth," was enacted for the purpose of stimulating a nationwide Transition Initiative. Under the leadership of Assistant Secretary Madeline C. Will, the Transition Initiative became a national priority. The impetus for the Initiative was the authorization of $6.6 million in grants and contracts to be spent annually by the Office of Special Education and Rehabilitative Services (OSERS).

With the major objectives of Section 626 being to improve and develop secondary special education programs and to strengthen and coordinate education, training and related services to assist in the transition process, OSERS announced several grant programs in fiscal year 1984. In addition to Section 626, grant programs were also authorized under Section 641 - 642 of Public Law 98-199 and Section 311 (A)(1) of Public Law 93-112, Rehabilitation Act of 1973, as amended. Fiscal year 1984 marked the beginning of a federal effort to focus on the problems of youth with handicapping conditions exiting the secondary school and to provide appropriate transition services at all levels for youth and adults with handicapping conditions.

In order to assist in evaluating and extending the impact of the federal initiative, the Secondary Transition Intervention Effectiveness Institute at the University of Illinois at Urbana-Champaign was formed in August of 1985. Through a five year contract with OSERS, the Transition Institute at Illinois is studying the issues and problems related to secondary education and transitional services. One of the major activities within the Institute's Evaluation Research Program is to collect, summarize, and disseminate information about the model programs funded under the Secondary Education and Transition Services Initiative. The dissemination of the descriptive data through the Compendium is intended to facilitate efforts to assure the long-range impact of the Initiative upon both school and community-based programs.

Overview

The 1988 Compendium describes the status of the 180 projects funded by the U. S. Department of Education, Office of Special Education and Rehabilitative Services as part of the Transition Initiative. Since 1984, 180 model demonstration projects have developed and implemented a wide range of service delivery models focused on facilitating the transition of youth/adults with handicapping conditions. Figure 1 provides a general comparison of the current grant competitions, and Figure 2 presents the geographical distribution of these 76 current projects. Figure 3 provides an overview of the 104 expired projects across eight competitions. To illustrate the impact of project activities on transition as a national priority, the geographical distribution of both expired and current projects (as of January 1, 1988), is presented in Figure 4.

Project services are provided in major metropolitan areas, suburbs, small towns and rural areas. In addition, some models are designed to provide countywide, statewide or nationwide services. Table 1 shows a breakdown of the type of political unit served by projects in the current competitions. Approximately 40% of the projects are located in major metropolitan areas, and at least 20% of the projects are

Figure 1

CURRENT TRANSITION PROJECTS

PROJECT COMPETITION	84.086M	84.158C	84.158L	84.078C
TYPE OF PROJECT	Innovative Programs: Transition Skills Development	Cooperative Models for Planning and Development	Secondary/Transitional Service Models	Postsecondary Demonstration Projects
TARGET POPULATION	Severe Handicapping Conditions Including Deaf-Blind	All Handicapping Conditions	Learning Disabilities & Other Mild Handicapping Conditions	FY85: All Handicapping Conditions FY86/FY87: Learning Disabilities
NUMBER OF GRANTS FUNDED	11 (1 expired)	38 (16 expired)	10	47 (13 expired)
FUNDING PERIOD	FY86: 3 Years Annual Review	FY85: 2 Years FY86: 3 Years FY87: 3 Years Annual Review	FY87: Up to 3 Years Annual Review	FY85: 2 & 3 Years FY86: 2 & 3 Years FY87: 1, 2 & 3 Years Annual Review
EXPIRATION	1989	1987, 1989, 1990	1990	1986 - 1990
FOCUS OF CURRENT PROJECT ACTIVITIES	Product Development/Revision Social and Independent Living Skill Training Job Development/Placement Parent/Staff Training Vocational/Employment Training Community-Based Training Parent Education Transition Model Development Replication Inservice Training Program Evaluation Systems Development Followup Dissemination Field Test Models On-the-Job Training	Product Development Agency Coordination Inservice Training Curriculum Development/Revision Technical Assistance/Consult Program Evaluation Board/Council Establishment Dissemination Parent/Community Workshops ITP Development/Planning Baseline Data Collection Field Test Model Tracking System Development Replication Instrument Development Supported Employment Policy Recommendations Transition Team Development	Curriculum/Course Development and Refinement Data Collection Placement/Followup Support Services Development/Refinement Diagnosis/Assessment Site Development Instrument Development Field Test Model Program Interagency Linkage Development Skill Training Package Development 13th Year Program Inservice/Staff Training Evaluation Plan Development/Refinement Technical Assistance/Consult	Inservice Training Product Development Curriculum Development/Revision Dissemination Educational Skills/Learning Strategy Development Program Evaluation Computer Assisted Instruction Support Service Development/Maintenance Followup/Tracking Technical Assistance Assessment Conduct Research Summer Program Development Adaptive Instruction Replication/Continuation Writing Skill Training

Figure 2. Geographical Distribution of Current Projects

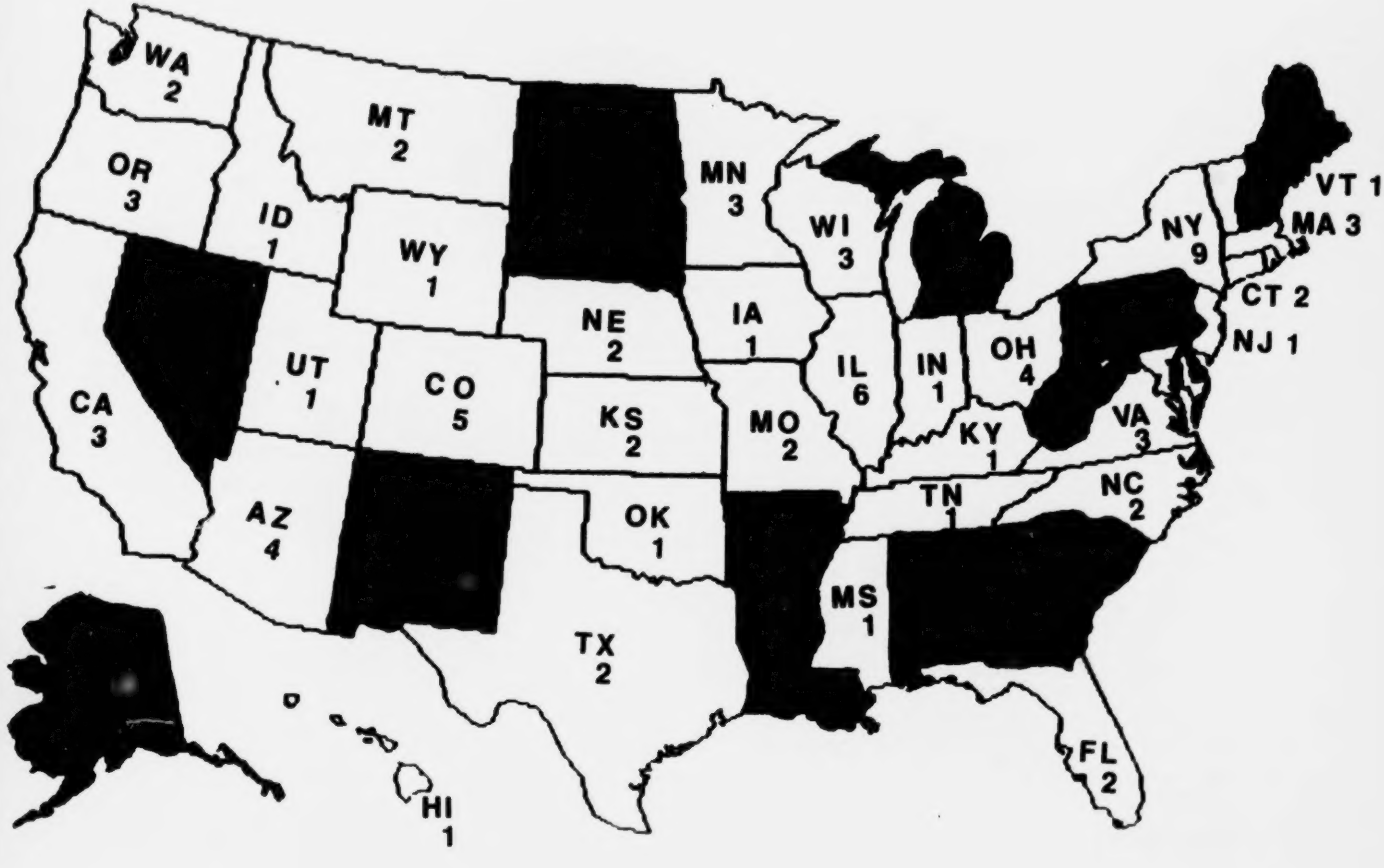

WA 2
OR 3
CA 3
ID 1
MT 2
WY 1
UT 1
AZ 4
CO 5
NE 2
KS 2
OK 1
TX 2
MN 3
IA 1
MO 2
WI 3
IL 6
IN 1
OH 4
KY 1
TN 1
MS 1
NY 9
VT 1
MA 3
CT 2
NJ 1
VA 3
NC 2
FL 2
HI 1

Figure 3

EXPIRED TRANSITION PROJECTS

PROJECT COMPETITION	84.158B	84.158C	84.023D	84.023G
TYPE OF PROJECT	Cooperative Models for Planning and Developing Transitional Services	Cooperative Models for Planning and Development	Model Demonstration: Youth Employment Projects	Postsecondary Model Demonstrations
TARGET POPULATION	All Handicapping Conditions	All Handicapping Conditions	All Handicapping Conditions	All Handicapping Conditions
NUMBER OF EXPIRED PROJECTS	11	16	12	15
YEAR OF EXPIRATION	1986	1987	1987	1987
PROJECT COMPONENTS BEING CONTINUED	Product Dissemination Transition Planning Manpower Training Agency Coordination	Student/Client Training Assessment Placement and Followup Student/Client Education Product Dissemination Agency Coordination Identification of Employers/ and Business Sites Provision of Transitional/ Employment Services Provision of Support Services	Replication Student/Client Education and Training Assessment Technical Assistance Product Dissemination Student/Client Placement Counseling Inservice Training Student/Client Referral Agency Coordination	Agency Coordination Assessment Student/Client Referral Followup/Tracking Student/Client Placement Product Dissemination Student/Client Education Intake/Eligibility Determination Student/Client Training Program Refinement/Revision Applied Research

PROJECT COMPETITION	84.078C	84.158A	84.128A	84.078B
TYPE OF PROJECT	Postsecondary Demonstration Projects	Secondary/Transitional Service Demonstration Models	Special Projects Providing Vocational Rehabilitation	Postsecondary Demonstration Projects
TARGET POPULATION	FY85: All Handicapping Conditions FY86: Learning Disabilities	All Handicapping Conditions	Severe Handicapping Conditions	Mild Mental Retardation and Learning Disabilities
NUMBER OF EXPIRED PROJECTS	13	16	5	15
YEARS OF EXPIRATION	1986 & 1987	1987	1987	1987
PROJECT COMPONENTS BEING CONTINUED	Student/Client Training and Education Intake/Eligibility Determination Assessment Product Dissemination Agency Coordination Counseling Student/Client Referral Placement Followup Program Refinement/Revision Summer Program Maintenance	Student/Client Placement Student/Client Intake Agency Coordination Followup Product Dissemination Program Refinement/Revision Student/Client Training Assessment Transition Planning Support Services	Followup Student/Client Training Assessment Placement	Student/Client Training Assessment Intake/Eligibility Determination Followup Student/Client Referral Placement Student/Client Education Manpower Training Counseling Program Refinement/Revision

Figure 4. Geographical Distribution of Expired and Current Projects

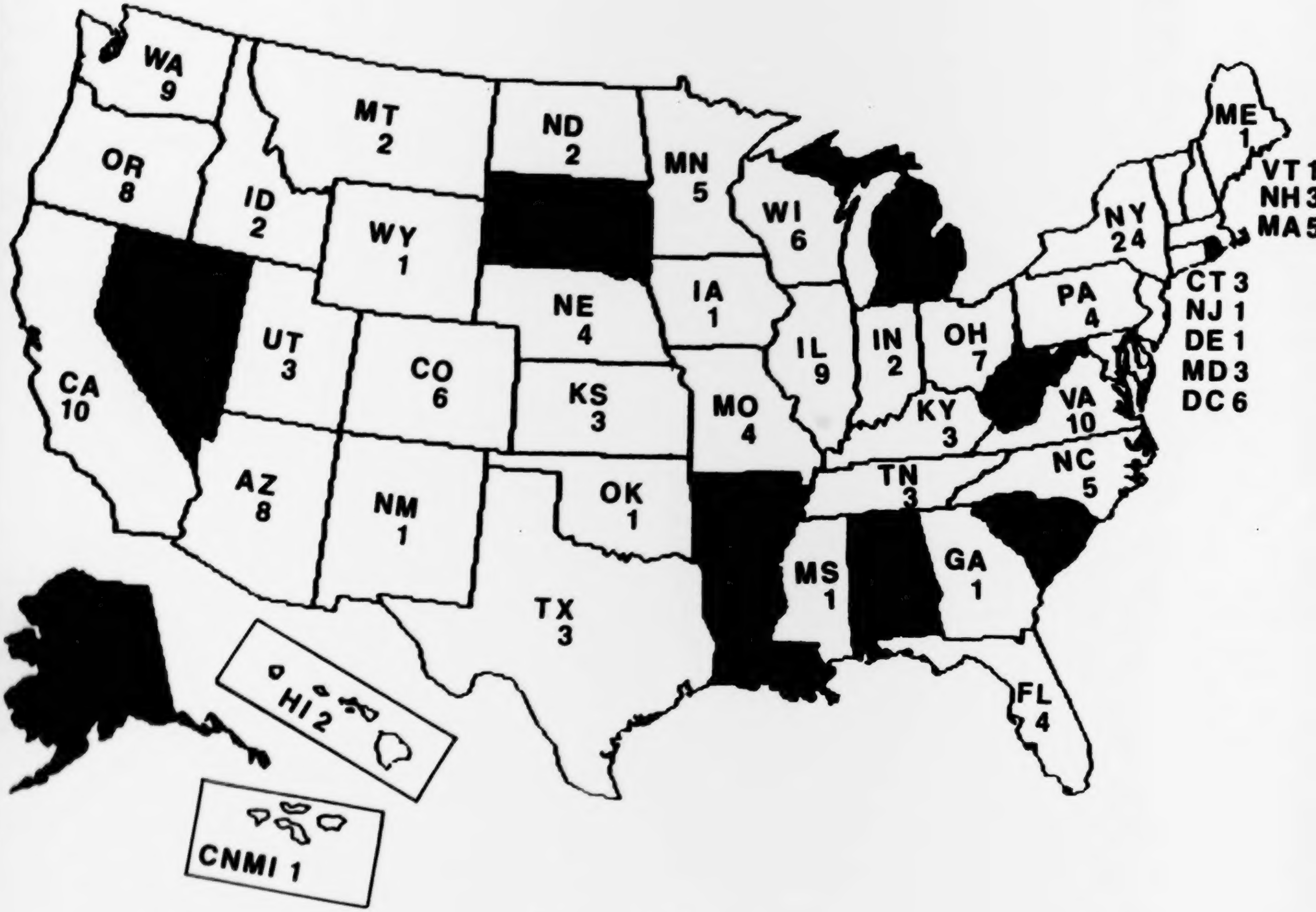

WA 9
OR 8
CA 10
ID 2
MT 2
WY 1
UT 3
AZ 8
CO 6
NM 1
ND 2
NE 4
KS 3
OK 1
TX 3
MN 5
IA 1
MO 4
WI 6
IL 9
IN 2
OH 7
KY 3
TN 3
MS 1
GA 1
FL 4
NC 5
VA 10
PA 4
NY 24
ME 1
VT 1
NH 3
MA 5
CT 3
NJ 1
DE 1
MD 3
DC 6
HI 2
CNMI 1

TABLE 1
Percentage+ of Projects Serving Specific Political Units

	COMPETITION #					
	84.078C N=34	84.086M N=10	84.158C N=22	84.158L N=10	ALL N=76	TOTAL N=180
TYPE OF POLITICAL UNIT						
Metropolitan area (100,000+) with public transportation	50	40	9	70	39	29
Metropolitan area (100,000+) with no public transportation	0	0	0	0	0	1
Suburb of a metropolitan area	3	0	5	0	3	4
Small town (5,000 - 100,000) with public transportation	3	0	14	0	5	3
Small town (5,000 - 100,000) with no public transportation	3	0	0	10	3	1
Rural area	3	0	18	10	8	5
Part of a county	6	10	0	0	4	4
County	0	10	14	0	5	8
Region within a state (including more than one county)	29	10	18	20	22	17
State	12	30	41	0	21	24
Region of nation (more than one state)	6	0	0	0	3	3
Nationwide	0	0	0	0	0	4
Other	6	0	0	0	3	4

(N = number of projects reporting)
(+ = multiple units reported - percentages may exceed 100%)

providing statewide services. An analysis of the political units served by all projects funded since 1984, indicates an estimated 41% of all the projects have provided services to either regions within a state or on a statewide basis. Approximately 30% of all the projects have served major metropolitan areas.

The youth/adults receiving services through the projects exhibit a range of handicapping conditions. Due to the priorities of certain competitions, i.e., 84.078C and 84.078B, some projects have targeted specific handicapping conditions. Of those youth currently being served by projects, over one-half have a learning disability and approximately 20% have either a diagnosis of mental retardation or a developmental disability. Other handicapping conditions were reported by projects, however, overall incidences were often less than 10%. Projects were asked to estimate the impact of their project, directly and indirectly, on youth and adults with handicapping conditions. The number of youth/adults being impacted by the current model projects is estimated at 67,656 while the estimated number receiving direct services is 11,971. To date, it is estimated that 127,790 youth with handicapping conditions have been impacted by the model demonstration transition projects and approximately 22,567 youth have been receiving direct services.

TABLE 2
Percentage+ of Youth/Adults Served in Individual Competitions by Specific Handicapping Condition

	COMPETITION #					
	84.078C N=2920	84.086M N=629	84.158C N=3670	84.158L N=1461	ALL N=8680	TOTAL N=18877
HANDICAPPING CONDITION						
Autism	0	4	8	0	<1	<1
Behavioral disorder	<1	0	1	0	<1	2
Brain damage	<1	0	<1	0	<1	<1
Cerebral Palsy	2	3	1	0	1	1
Chronic mental illness	<1	17	<1	5	2	2
Communication disorder	<1	<1	<1	0	<1	1
Deaf-blind	0	2	<1	0	<1	<1
Developmental disability	<1	22	3	0	3	3
Emotional disorder	<1	1	16	1	7	4
Epilepsy	<1	<1	1	0	1	<1
Health impairment	<1	0	1	0	<1	<1
Hearing impairment	1	4	3	2	2	2
Learning disability	85	0	30	83	55	52
Mental retardation	2	32	33	6	18	23
Multiple handicap	1	12	2	<1	2	1
Physical handicap	3	<1	3	2	3	3
Speech impairment	<1	0	2	0	1	1
Spinal cord injury	2	0	1	0	1	1
Traumatic head injury	1	0	<1	0	<1	<1
Visual impairment	1	1	1	0	1	1
Other	<1	1	0	0	<1	2

(N = number of youth receiving direct services as reported by specific handicapping conditions)

(+ = percentages were calculated by rounding and may not add up to 100%)

Current projects were asked to report the total number of youth receiving direct services by specific handicapping conditions. Table 2 presents the percentage of youth/adults with specific handicapping conditions receiving direct services as indicated by those projects reporting on specific handicapping conditions. The "total" column in Table 2 reflects the estimated percentage of youth by specific handicapping condition served since the funding of the first model demonstration projects .

While the target population varies among grant competitions, the majority of projects are offering related service components to parents, teachers, agency personnel, business/industry personnel and other service providers. Over 90% of the projects reported the provision of some type of related service or training. Across the current competitions, related services/training are reportedly being provided to approximately 2300 parents, 1025 agency personnel and 4000 teachers. Table 3 presents an overview of the various groups receiving related services from the current competitions as well as a total comparison of related services provided to the groups to date.

TABLE 3
Number of Individuals Participating in
Related Service Components
by Individual Competition

	COMPETITION #					
	84.078C N=32	84.086M N=10	84.158C N=20	84.158L N=8	ALL N=70	TOTAL N=149
CATEGORY OF PARTICIPANTS						
Parents	486	446	1100	340	2372	4689
Secondary Teachers	2924	158	792	161	4035	8262
Agency Personnel	360	238	402	26	1026	2524
Project Staff	104	50	30	17	201	507
Business/Industry Personnel	280	70	1196	200	1746	2581
Postsecondary Faculty	923		21	5	949	2906
Peer Tutors	77	0	0	0	77	124
Undergraduate/Graduates	507	0	288	13	808	1143
Other	64	5	177	20	266	1340

(N = number of projects reporting actual numbers receiving related services)

Eligible recipients of current grant awards are specified for each competition. The most common grant recipients were institutions of higher education followed by state agencies, private non-profit agencies and local education agencies. Figure 5 indicates the type of primary grantee for each current competition and an overview of the total percentage of primary grant recipients to date.

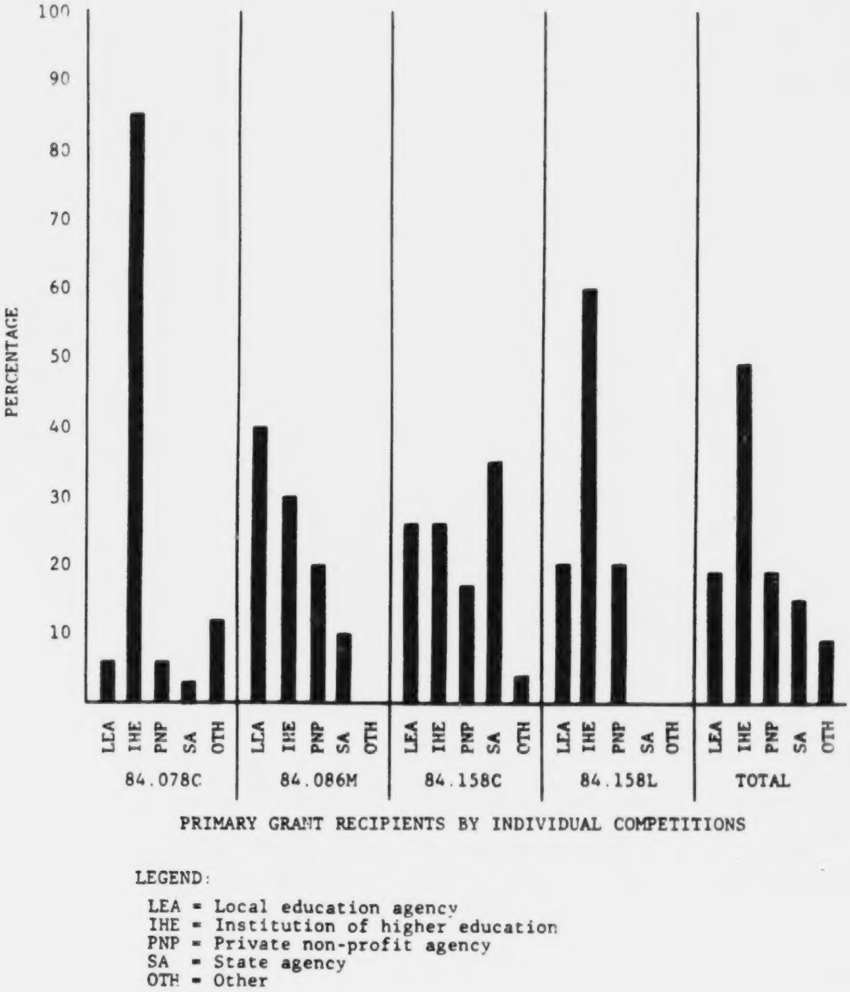


Figure 5. Percentage of Primary Grant Recipients

A major intent of the transition initiative has been the development of collaborative relationships among agencies. Some grant competitions prioritized the development of cooperative models. Table 4 presents the percentage of current projects indicating cooperation with another agency. The majority of those reporting projects (65%) are cooperating with a state agency. Of those state agencies reported, over one-half were state vocational rehabilitation agencies.

TABLE 4
Percentage of Projects in Current Competitions
Reporting Cooperation with Specific Agencies

	COMPETITION #				
	84.078C N=22	84.086M N=9	84.158C N=22	84.158L N=9	ALL N=62
AGENCY TYPE					
Public Secondary School	41	33	32	56	39
Private Secondary School	5	0	9	0	5
Local Education Agency	9	44	36	44	29
Community College	50	0	32	44	35
University	14	11	36	11	21
JTPA Agent	9	33	45	22	27
Residential Institution	0	22	23	11	13
Community Workshop	0	22	36	11	18
Community Education/ Rehabilitation Facility	15	11	23	22	15
Profit Making Agency	29	33	23	33	21
Research Institute	0	11	5	0	3
City/County Government	0	11	18	0	8
State Agency	59	89	64	56	65
Private Non-Profit Agency	9	22	18	0	13
Local ARC	0	33	18	0	11
Local ACLD	18	0	9	11	11
Hospital	0	0	5	0	2
Other	27	44	32	33	32

(N = number of projects reporting)

In the Rules and Regulations published for each grant announcement, applicants are directed to "show methods of evaluation that are appropriate for the project and, to the extent possible, are objective and produce data that are quantifiable." In order to address this directive, the majority of projects reported using a systems analysis approach to assess the effectiveness and efficiency of their model programs. Several projects reported using systems analysis in combination with other approaches, primarily a goal based approach. One-third of the projects also reported the use of decision making, professional review and case study as supplemental approaches. Table 5 presents a breakdown of the various evaluation approaches being utilized by the projects in current competitions as well as a summary total for projects funded to date that have reported on an evaluation approach.

TABLE 5
Percentage of Projects in Individual Competitions
Using Specific Evaluation Approaches

	COMPETITION #					
	84.078C N=34	84.086M N=10	84.158C N=22	84.158L N=10	ALL N=76	TOTAL N=160
EVALUATION APPROACH						
Systems Analysis	71	80	77	80	75	72
Goal Based	59	50	73	50	61	55
Goal Free	12	30	14	0	13	13
Decision Making	26	20	45	30	32	28
Connoisseurship	0	0	0	0	0	2
Professional Review	35	40	27	20	32	30
Quasi Legal	0	0	0	0	0	0
Case Study	24	30	14	30	32	28

(N = number of projects reporting)

The type of evaluation data/information being collected by projects varies with the priorities of each competition. Again, the focus on quantifiable evaluation data is apparent across all projects. Table 6 indicates the type of evaluation data/information being collected in each current competition and the percentage of projects reporting the collection of specific evaluation data and information to date.

TABLE 6

Percentage of Projects in Individual Competitions Collecting Specific Data/Information

	COMPETITION #					
	84.078C	84.086M	84.158C	84.158L	ALL	TOTAL
	N=33	N=10	N=21	N=10	N=74	N=156
TYPE OF DATA/INFORMATION						
Information on Students/Clients Served						
Number referred to project services	82	70	52	70	70	71
Intake/referral information	55	40	38	70	50	54
Number receiving direct services	79	70	81	80	78	81
Student demographics	79	80	71	60	74	81
Student educational background	67	50	43	50	55	58
Student work experience background	67	60	67	50	64	56
Assessment results for student	73	80	48	80	68	71
Student progress in training program	42	10	57	10	62	61
Student progress in educational program	73	80	43	70	65	59
Student integration into environment	27	80	57	50	46	44
Student follow-up status	67	80	33	80	61	73
Student employment status	36	70	71	70	55	69
Student outcome status	48	50	62	70	55	51
Other student information	21	10	10	30	18	17
Information on Employers						
Employer characteristics/demographics	18	70	48	60	39	41
Employer collaboration level	12	60	29	30	26	22
Level of direct service provided to employer	9	70	43	30	30	33
Employer satisfaction with student	21	70	57	60	43	44
Employer outcome status	6	60	33	40	39	22
Other employer data/information	0	0	10	10	4	6
Information on Postsecondary Education						
Postsecondary education/training demographics	42	30	38	60	42	40
Postsecondary education/training collaboration level	27	10	33	40	28	28
Level of direct service provided by project	64	10	38	40	55	40
Postsecondary education/training satisfaction with student participation, etc.	52	20	24	40	38	28
Postsecondary education/training outcomes	64	20	33	50	47	36
Other postsecondary information	21	0	5	10	12	10

(N = number of projects reporting)

A variety of commercially available and project developed instruments are being used by projects to collect evaluation information on student/client and to assess specific competency areas. Commercial instruments used to assess academic achievement were most frequently reported by the currently funded projects. Instruments used to assess general ability/intelligence and career interest are being used by approximately one-half of the current projects. At least one-half of the projects reported use of project/locally developed instruments to collect evaluation information on student/client and program. Table 7 presents the type of commercial and locally developed instrumentation used in each competition.

A variety of products are being developed and disseminated by a majority of projects. Brochures describing project activities and journal articles reporting project findings were cited most frequently as products. Training manuals and project developed instruments are being developed by approximately one-half of the current projects. Figure 6 indicates the percentage of projects in individual competitions developing specific products.

Project objectives also varied across projects, however, the objectives could be categorized into nine major areas: assessment/referral, placement/followup, education/training, counseling, program development, dissemination/replication/continuation, agency coordination, manpower training and research. Ninety-three percent (93%) of the current projects reported on objectives. Figure 7 identifies the percentage of

TABLE 7
Percentage of Projects in Individual Competitions Using Specific Types of Instrumentation

	COMPETITION #				
	84.078C N=27	84.086M N=5	84.158C N=8	84.158L N=7	ALL N=47
COMMERCIAL INSTRUMENTS					
General Ability/Intelligence	78	40	75	29	66
Special Aptitude	4	20	63	14	17
Vocational Skills	22	20	75	43	34
Academic Achievement	78	20	75	86	72
Language	26	20	63	14	30
Adaptive Behavior/Survival Skills	19	60	75	14	32
Social Skills	15	20	50	57	28
Career Interest	52	0	63	71	51
Daily Living Skills	7	40	50	57	26
Dexterity/Manual Skills	11	0	50	57	23
Other Student Assessment	41	60	38	0	36
LOCAL/PROJECT DEVELOPED					
Observation Forms	29	56	33	13	32
Checklists	45	44	39	25	41
Rating Scales	52	44	61	38	52
Interviews	55	33	28	88	48
Surveys	58	44	83	63	64
Questionnaires	32	0	28	38	27
Other	61	78	61	88	67

(N = number of projects reporting)

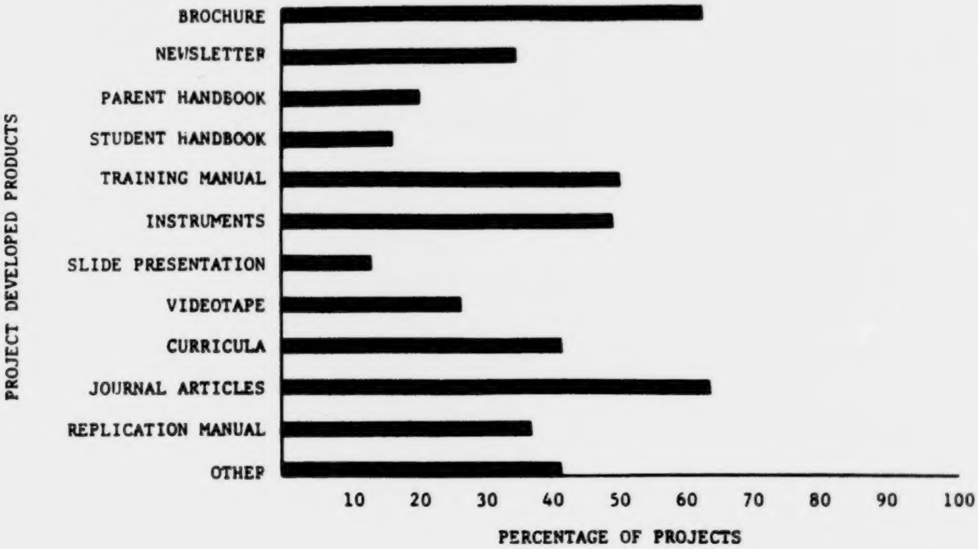


Figure 6. Percentage of Projects Developing Specific Products

current projects practicing specific objectives in each of the above areas. Of those projects reporting on objectives, the majority (at least 70%), are specifically involved in student assessment, development and implementation of a service delivery model, development and dissemination of products, dissemination of information through conferences, presentations, articles, etc., conducting conferences, workshops, inservices, etc. for purposes of manpower training, and specific training of professionals, paraprofessionals, etc..

The Project Profile Section provides more specific information about the model demonstration projects.

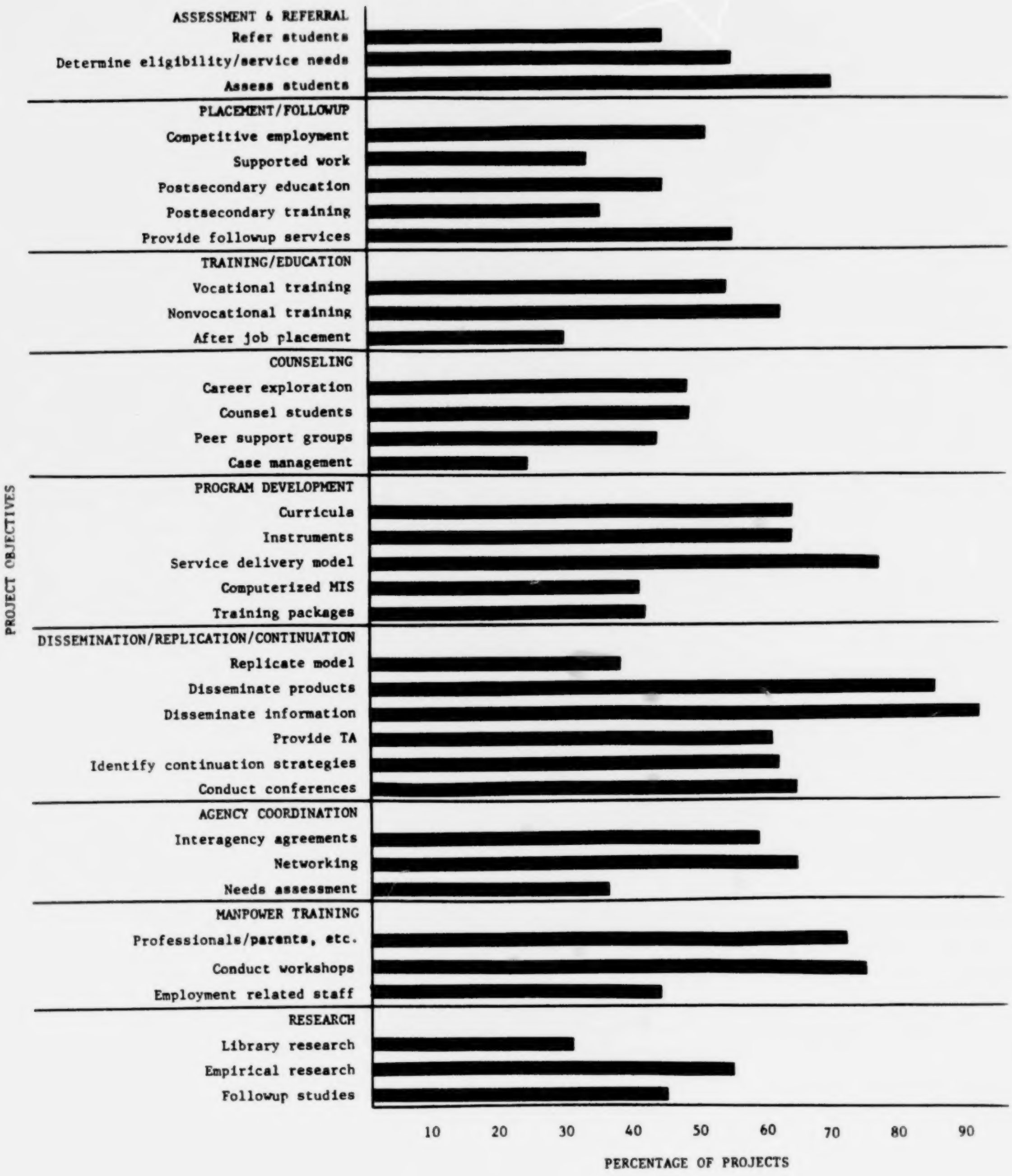


Figure 7. Percentage of Projects Practicing Objectives

Project Profile Section

The Project Profile Section contains profiles on both current and expired transition projects. The individual project profiles are grouped according to the competition under which they received their grant award. Within each group, current projects are listed alphabetically according to state and project director name. Each group of individual project profiles is preceded by a summary of the competition. The Competition Summary is based on information obtained from the actual grant application packet available for the competition. A summary of the current projects within the competition follows and is an overview of the major demographic, operating, and evaluation characteristics of the projects under the specific competition. Expired project profiles follow the Summary of Expired Projects. Except where noted, all individual project profiles are based on information gathered from questionnaires mailed to current and expired projects in January 1988.

COMPETITION PROFILE: CFDA 84.078C

POSTSECONDARY EDUCATION PROGRAMS FOR HANDICAPPED PERSONS: DEMONSTRATION PROJECTS

INITIAL COMPETITION: 3/07/85
SECOND COMPETITION: 12/16/85
THIRD COMPETITION: 12/08/86

PURPOSE OF COMPETITION

The purpose of this competition was to provide assistance for the development, operation, and dissemination of specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for individuals with handicapping conditions. The absolute priority for this competition was for model projects of supportive services to individuals with handicapping conditions, other than deafness, that focus on specially adapted or designed educational programs that coordinate, facilitate, and encourage education of these individuals with their nonhandicapped peers. Applicants were encouraged to consider program and curricular adaptations or modifications, or the creation and enhancement of placement linkages that would improve the transition to work. In the initial competition applicants were encouraged to develop models of generic postsecondary services for students which improve the transition to work, including program adaptation, curricula design and modification, program organization, and placement linkages. Projects in vocational technical schools and institutions, and at community colleges and other two year institutions were especially invited. Projects were to produce information and practices which would facilitate their replication in other agencies and improve work opportunities for persons with handicaps who are served in postsecondary settings.

The second competition also focused on the absolute priority of the initial competition, however, the invitational priority for the second competition specified a focus on individuals with specific learning disabilities. Projects with learning disabled students were specifically targeted for the FY87 competition. The third competition also emphasized a focus on new or innovative models of improved support services, curricular modifications, and/or program adaptations for learning disabled students in community college, adult and vocational-technical educational settings. Increasing vocational possibilities or expanding placement linkages and networks that would facilitate the transition to work were encouraged as projected outcomes for project activities.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

State educational agencies, institutions of higher education, junior and community colleges, vocational and technical institutions, and other nonprofit educational agencies were eligible for the initial, second and third competitions.

FUNDS AVAILABLE

Approximately $1,000,000 was available for support of an estimated 12 - 14 new grants in fiscal year 1985. The approximate amount available for the second competition (fiscal year 1986) was $800,000 for support of 12 new demonstration projects. The approximate funds available for FY1987 was $1,000,000 for an estimated 10 awards.

NUMBER OF GRANTS AWARDED

In FY1985, 14 demonstration grants were awarded, and in FY1986, 13 new demonstration grants were awarded. Twenty new grants were awarded in FY1987.

DURATION

For FY1985 and FY1986, grant approval was for two and three-year periods subject to an annual review of progress and availability of funds. For FY1987, grant approval was for one, two, and three-year periods. Four projects funded under the initial competition expired in 1986. A total of 13 projects under this competition have expired to date.

SUMMARY OF 84.078C PROJECT PROFILES

PRIMARY GRANTEE

Twenty universities and eight community colleges received grant awards under this competition. Joint funding was reported for a local education agency and a private non-profit community education/rehabilitation agency and between a state education agency and area voc-tech center. Grant awards were also received by a vocational-technical center, a local education agency, a private nonprofit agency and a community rehabilitation facility.

PROJECT PARTICIPANTS

The initial competition was for projects of supportive services to individuals with handicapping conditions, other than deafness. The second and third competitions offered an invitational priority for projects focusing on individuals with specific learning disabilities. The 30 current projects reporting under this competition estimated an impact on approximately 11,090 individuals with handicapping conditions. Direct services are being provided to approximately 3831 youth/adults by the 30 projects. Approximately 85% of those individuals receiving direct services have a learning disability. Persons with cerebral palsy or a physical handicap comprise 5% of the number served under this competition. The age range in this competition is from 15 - 60 years. Minority and economically disadvantaged groups were not indicated, and less than 1% of those served were reported as substance abusers.

Thirty projects indicated the provision of related service components. Thirteen projects reported serving an estimated 2924 teachers. Postsecondary faculty were indicated as a group receiving related services by 18 projects, and university/college students were reported by 12 projects. Nine projects are providing related services to approximately 360 agency personnel, eight projects identified parents as project participants, and six projects reported providing related service components to business/industry personnel.

COOPERATING AGENCIES & ORGANIZATIONS

Eighteen projects indicated involvement with cooperating agencies or organizations. The most frequently reported agencies were public secondary schools, community colleges and state vocational rehabilitation agencies.

PRODUCTS

Twenty-eight projects reported on product development. Twenty-one projects indicated development of a brochure. Project developed instruments were indicated as products by 17 projects, and 24 projects indicated development of journal articles. In addition, over one-third of the projects indicated videotapes, curricula, replication manuals, newsletters, and/or training manuals as products. Individual projects also reported development of telecourse materials, computer assisted instructional materials and software evaluation instruments.

PROJECT EVALUATION PLAN

Systems analysis was reported as an evaluation approach by 24 projects under this competition. Eleven of these projects indicated use of a goal based approach in conjunction with systems analysis. A total of 20 projects reported utilizing a goal based approach, and 12 projects indicated the use of professional review as a supplemental evaluation approach. Eight projects reported case study as an evaluation approach in conjunction with another approach.

Thirty-one projects in this competition reported collecting evaluation information on student/client. At least 80% of these projects are compiling information on the number receiving services, student/client demographics, number referred to project services, student/client progress in education program and assessment results. Other evaluation information being collected frequently by projects includes student/client follow-up status and student/client educational background. Evaluation information on employers is being collected by ten projects with seven compiling data on employer satisfaction with student/client, project activities, etc.. Postsecondary education/training data is being collected by 27 projects. The majority of projects are collecting information on level of direct service provided by project and postsecondary education/training outcomes.

Thirty-two projects reported on the instrumentation utilized in project evaluation activities. Twenty-one projects indicated use of commercial instruments to assess general ability/intelligence and academic achievement. Instruments used to assess career interest and personality were reported by 13 and 10 projects respectively. Over one-half of the projects reported the use of locally/project developed rating scales, interviews and surveys.

PROJECT OBJECTIVES

Thirty-one projects in this competition reported on project objectives. Determining eligibility and student assessment are being addressed by over 75% of the projects. Fourteen projects indicated objectives related to placement into competitive employment. Placement of students into postsecondary education or training settings was indicated as an objective by 19 projects. Twenty-three projects reported on objectives in the area of training/education, of which nonvocational training/education was reported by 20 projects. Twenty-two projects indicated objectives in the general area of counseling, with career exploration or career counseling being reported by 18 projects. Development of peer support groups was indicated by 16 projects.

Twenty-eight projects are addressing objectives in the area of program development, of which 22 projects indicated development and implementation of a service delivery model. Twenty-one projects indicated curriculum development as an objective, and 20 projects indicated instrument development. Thirty-two projects reported objectives in the general area of dissemination/replication/continuation. Thirty projects reported dissemination of information as an objective, and 27 projects are involved in development and dissemination of products. Seven projects indicated model replication as an objective. Conducting conferences/seminars as a means of dissemination was reported as an objective by 26 projects.

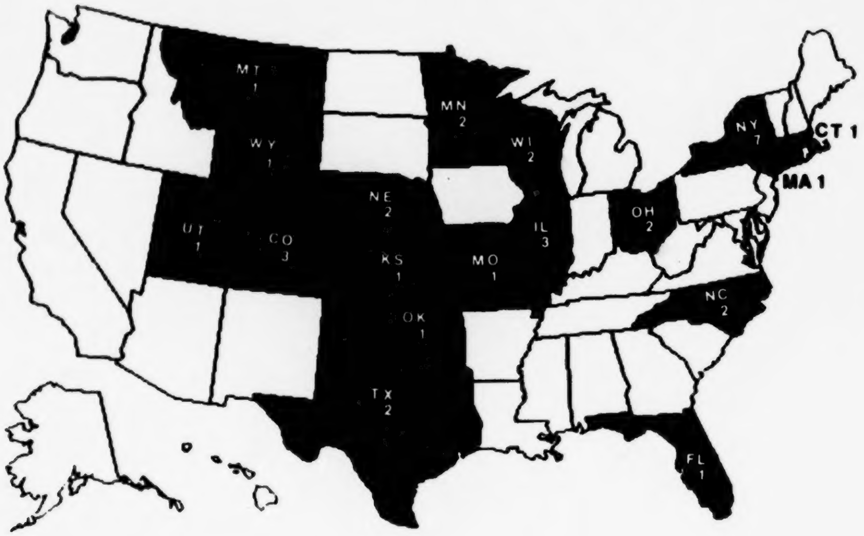
Twenty-one projects indicated objectives in the general area of agency coordination, the majority (19) being involved with network development among service providers. Development of interagency agreements is an objective being undertaken by 12 projects. Twenty-seven projects reported objectives in the area of manpower training with the majority conducting workshops to train professionals, paraprofessionals, parents, etc.. Twenty projects reported objectives related to research with 18 projects conducting empirical research.

GEOGRAPHIC AREA SERVED

Of the 34 current projects, 17 are providing services to metropolitan areas with public transportation systems. Two of these projects are also serving a region of the state which includes the metropolitan area. Ten projects are serving regions of states and five projects are providing statewide services.

LOCATION OF 84.078C PROJECTS

Forty-seven projects have been funded under this competition, with 34 currently funded. The map below depicts the location of the currently funded projects.



PROJECT TITLE: Colorado Community College Consortium for the Learning Disabled Demonstration Project (CCCLD)

INSTITUTE #: 152

PROJECT DIRECTOR: Patricia S. Tomlan

COMPETITION #: 84.078C

CONTACT PERSON: Patricia S. Tomlan

TELEPHONE: (303) 741-1003, 360-4726

MAILING ADDRESS:
Community College of Aurora
791 Chambers Road
Aurora, CO 80011

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

GEOGRAPHIC AREA SERVED: State with both rural and metropolitan areas.

PROJECT PURPOSE. To disseminate information on characteristics of and teaching of learning disabled students to the community colleges in the state of Colorado. Utilizes the "trainer of trainers" model of staff development/personnel preparation. Develop model programs impacting on services to LD community college students through assessment, intervention and a three-credit course on "mainstreaming" for teachers/faculty/staff at two-year institutions.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Training of 2 staff from 3 community colleges in assessment of students with learning disabilities.
2. Development of a site service delivery committee on 3 campuses to coordinate and streamline services to students with learning disabilities.
3. Deliver a 3-credit course on mainstreaming designed for community college faculty/staff presented on 3 campuses by trained staff.
4. Assessment and identification of needs for 10 students per each campus by May of 1988.
5. Development of training manuals, assessment materials and 3-credit course.

PRIMARY GRANTEE. Community/junior college.

PROJECT PRODUCTS

Product	Date Available
Newsletter	Currently available
Training manuals	7/88
Project developed instruments	7/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150.

Handicapping Condition	No. Served	Age Range
Mild learning disability	50	22 - 45
Moderate learning disability	50	22 - 45
Severe learning disability	50	22 - 45

Related Service Components

Individuals receiving services (training) through project activities: 6 postsecondary faculty, 10 undergraduate/graduate students (community college staff) and 30 students with learning disabilities.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status.

On Postsecondary Education:

Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Goal based and professional review.

Personnel Involved in Evaluation Activities. Project director, advisory board and 3rd party evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, OSERS, Transition Institute and advisory board.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Language: Subtests of the Detroit Tests of Learning Aptitudes, The Test of Adolescent Language and The Auditory-Verbal Learning Task (Memory)
Adaptive Behavior/Survival Skills: Informal adaptive behavior checklist
Academic Achievement: Woodcock Reading Mastery - Revised

Type and name of locally/project developed instruments.

Observation Form: LD adaptations/accommodations observation form
Checklist: Site trainer competence checklist and Assessment checklist
Interview: CCCLD intake interview form
Survey: Pre/post faculty attitude survey

PROJECT TITLE: Model Program for Referral and Training of Adult LD Students

PROJECT DIRECTOR: Bill Richards

PROJECT COORDINATOR: Betsy Cabell

CONTACT PERSON: Bill Richards or Betsy Cabell

TELEPHONE: (303) 556-8455

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/89

INSTITUTE #: 151

COMPETITION #: 84.078C

MAILING ADDRESS:
Community College of Denver
Box 600, 1111 W. Colfax
Denver, CO 80204

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To facilitate education of learning disabled students on campus (which houses 3 institutions) by increasing faculty and staff awareness of characteristics and needs of LD adults and by providing specific vocational services for LD students. To develop and implement faculty and staff inservice training to establish a systematic and coordinated approach to identification and referral of LD students and to provide strategies for faculty to modify curricula and adapt classroom instruction for LD students. To develop and implement appropriate procedures for vocational assessment, career planning and placement services for LD students, with assistance from a business advisory committee.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implement faculty and staff inservice training programs on characteristics and needs of LD students and curriculum modification strategies.
2. Implement appropriate interest and aptitude assessment procedures.
3. Develop career counseling services.
4. Implement computerized student tracking program.

PRIMARY GRANTEE. Community/junior college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. University/four year college.

PROJECT PRODUCTS

Product	Date Available
Brochure	9/88
Training manual	6/89
Videotape	6/89
Curricula	9/88
Journal articles	6/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100.

Handicapping Condition	No. Served	Age Range
Mild learning disability	75	18 - 60
Moderate learning disability	20	18 - 60
Severe learning disability	5	18 - 60

Related Service Components

Individuals receiving services (training) through project activities: 90 postsecondary faculty/staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client employment status.

On Employers:

Employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:

Level of direct service provided by project, postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis, goal based, decision making and professional review.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff and advisory board.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, Transition Institute, advisory board and conference attendees.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R
Vocational Skills: Occupational Attitude Survey and Interest Scale, Career Ability Placement Survey and Career Assessment Inventory (CAI-LD)
Career Interest: Wide Range Interest Opinion Test, Harrington O'Shea System for Career Decision Making, California Occupational Preference System and Career Orientation Placement and Evaluation Survey (COPES)
Personality: Coopersmith Self-Esteem Survey
Academic Achievement: Basic Achievement Skills, Individual Screener and Woodcock-Johnson Psychoeducational Battery
Other: Wechsler Memory Scale-Revised and Benton Revised Visual Retention Test

Type and name of locally/project developed instruments.

Checklist: Referral checklist
Rating Scale: Inservice evaluation form and business advisory committee evaluation forms
Interview: Intake interview
Questionnaire: Job shadow worksheet/guide
Other: Referral/screening/assessment/followup log

PROJECT TITLE: Transition to Community Employment

PROJECT DIRECTOR: Karen C. Spencer

CONTACT PERSON: Karen C. Spencer

TELEPHONE: (303) 491-5930

INSTITUTE #: 115

COMPETITION #: 84.078C

MAILING ADDRESS:
Colorado State University
303 Occupational Therapy
Ft. Collins, CO 80523

PROJECT START DATE: 10/1/85
PROJECT END DATE: 9/30/88

GEOGRAPHIC AREA SERVED: Part of a county.

PROJECT PURPOSE. To establish linkages between the educational system, existing adult vocational services and community employers. Postsecondary teens and adult participants will be placed on the job within normalized community settings with training and ongoing support as needed. Develop/disseminate criterion-referenced assessment instruments; develop on-the-job training methods and resources; vocational placement of 55 adults in normalized community settings; 9 graduate and 50 undergraduates will be trained; development, dissemination of overall evaluation procedures; and identification of funding sources beyond grant period.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Continued assessment, job development and placement of postsecondary adults with disabilities into supported employment (15-20 targeted).
2. Completion and/or continuation of research related to supported employment: cost benefit analysis, follow-along studies, employer/employee characteristics.
3. Project dissemination activities.
4. Identifying continuation strategies/resources.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. State vocational rehabilitation, state developmental disabilities and local education agencies.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Slide presentation	Currently available
Journal articles	1987 - 1989
Replication manual	1988
Telecourse	1988

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 50 - 60.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 50 - 60.

Handicapping Condition	No. Served	Age Range
Moderate behavioral disorders	6	18+
Moderate brain damage	1	18+
Moderate cerebral palsy	1	18+
Severe cerebral palsy	2	18+
Moderate communication disorder	2	18+
Moderate developmental disability	2	18+
Severe developmental disability	8	18+
Severe emotional disorder	2	18+
Mild epilepsy	1	18+
Severe epilepsy	2	18+
Moderate learning disability	1	18+
Severe learning disability	3	18+
Severe mental retardation	3	18+
Severe multiple handicap	21	18+
Profound multiple handicap	1	18+
Severe traumatic head injury	3	20+
Profound visual impairment	1	18+

Related Service Components

Individuals receiving services (training) through project activities: 30 agency personnel, 75 business/industry personnel, 10 postsecondary faculty, 50 undergraduate/graduate students and 10 advisory council members.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es). Systems analysis, goal based, and decision making.

Personnel Involved in Evaluation Activities. Project director, project staff and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, OSERS, Transition Institute, advisory board, state developmental disabilities, state vocational rehabilitation, Association for Retarded Citizens, state education agency, local education agency and parent groups.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Other: Functional Assessment Inventory

Type and name of locally/project developed instruments.

Observation Form: Competency attainment records
Rating Scale: Worker performance rating scale
Interview: Faculty interview and Employer/employee interview
Survey: Employer satisfaction survey
Questionnaire: Attitudinal change questionnaire
Other: Referral form and Client/employer/parent contact logs

PROJECT TITLE: The Northeast Technical Assistance Center for LD College Programming

INSTITUTE #: 153

PROJECT CO-DIRECTOR: Stan Shaw, Joan McGuire and Kay Norlander

COMPETITION #: 84.078C

PROJECT COORDINATOR: Loring Brinckerhoff

MAILING ADDRESS:
University of Connecticut
U-64, Department of Educational Psychology
LD College Unit
Storrs, CT 06268

CONTACT PERSON: Loring Brinckerhoff

TELEPHONE: (203) 486-4032

PROJECT START DATE: 8/1/87
PROJECT END DATE: 7/31/90

GEOGRAPHIC AREA SERVED: Region of nation, more than one state.

PROJECT PURPOSE. To encourage and enhance postsecondary programming for learning disabled students. To develop a regional technical assistance center that will implement a variety of model technical assistance activities including workshops, on-site consultation, development of model programs, and dissemination in order to enhance both the quantity and quality of LD college programming efforts in the Northeast.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Identify technical assistance trainees.
2. Implement state workshops.
3. Provide technical assistance and on-site training to trainees at the Center and in their own state.
4. Establish model programs in the region.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college, state education agency and Association for Learning Disabilities.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Technical reports	1990

PROJECT PARTICIPANTS

Related Service Components

Individuals receiving services (training) through project activities: 100 postsecondary faculty/administrators, 20 LD program administrators, 20 legislators/higher education faculty and 24 individuals receiving extensive technical assistance.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services.

On Postsecondary Education:

Postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., trainer demographics, training session demographics, TA demographics.

Evaluation Approach(es). Decision making.

Personnel Involved in Evaluation Activities. Project co-directors and students.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, state education agency and professional associations.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Rating Scale: Training session rating form, Evaluation forms, Newsletter rating scale and Conference rating scale
Survey: Needs assessment survey
Other: Project records and logs

NOTE: Project Profile generated by Technical Assistance Program staff from grant application.

PROJECT TITLE: Transition from Community College to Employment

PROJECT DIRECTOR: Marilyn Waters Gordon

PROJECT COORDINATOR: Edward Hanna

CONTACT PERSON: Marilyn Waters Gordon

TELEPHONE: (305) 299-5000, ext. 2382

PROJECT START DATE: 8/1/87
PROJECT END DATE: 7/31/90

INSTITUTE #: 154

COMPETITION #: 84.078C

MAILING ADDRESS:
Valencia Community College
P. O. Box 3028
Orlando, FL 32802

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To create, implement, evaluate, and disseminate a system of support services which facilitates an effective and efficient transition from postsecondary education to appropriate employment for persons with severe physical disabilities. The delivery model will feature a curriculum designed by a Business Advisory Council that will guide the entire program including required business internships, an evaluation mechanism, and comprehensive support services to ensure successful transition to employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Hiring of program staff.
2. Development of Business Advisory Council.
3. Development of Curriculum in Computer-Assisted Design and Drafting (CADD) and Professional Socialization.
4. Recruitment and training of 12 disabled students.
5. Development of forms and handbooks.
6. Establishment of project data base.
7. Job placement for 9 program graduates.

PRIMARY GRANTEE. Community/junior college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. JTPA service delivery area agent and state vocational rehabilitation.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Student handbook	Currently available
Training manual	Currently available
Project developed instruments	Currently available
Slide presentation	8/88
Videotape	Currently available
Curricula	Currently available
Journal articles	12/88
Replication manual	6/90

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 400.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60.

Handicapping Condition	No. Served	Age Range
Moderate cerebral palsy	2	18+
Moderate health impairment	2	18+
Severe multiple handicap	2	18+
Moderate physical handicap	30	18+
Severe physical handicap	14	18+
Severe spinal cord injury	5	18+
Severe traumatic head injury	5	18+

Related Service Components

Individuals receiving services (training) through project activities: 50 agency personnel, 50 business/industry personnel and 5 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status.

On Employers:

Employer characteristics/demographics, employer outcome status.

On Postsecondary Education:

Level of direct service provided by project, postsecondary education/training outcomes.

Evaluation Approach(es). Goal based and professional review.

Personnel Involved in Evaluation Activities. Project director, project coordinator and 3rd party evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report, executive summary and brochure/pamphlet for consumers, OSERS, Transition Institute, advisory board, state vocational rehabilitation, HEATH and JTPA/PIC.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R
Special Aptitude: General Aptitude Test Battery
Career Interest: Strong-Campbell Interest Inventory and Harrington-O'Shea System for Career Decision Making
Dexterity/Manual Skills: General Aptitude Test Battery
Personality: Minnesota Multiphasic Personality Inventory and FIRO-B
Academic Achievement: Wide Range Achievement Test

Type and name of locally/project developed instruments.

Observation Form: Business advisory council student evaluation form
Checklist: Grooming skills checklist
Rating Scale: Student evaluations
Interview: Intake interview form and BAC student recruitment interview form
Survey: Curriculum survey
Other: Referral recommendation to vocational rehabilitation counselors

PROJECT TITLE: TAPE

PROJECT DIRECTOR: Sara Cowen

CONTACT PERSON: Sara Cowen

TELEPHONE: (815) 753-1117

PROJECT START DATE: 8/87
PROJECT END DATE: 8/89

INSTITUTE #: 155

COMPETITION #: 84.078C

MAILING ADDRESS:
Graham Hall 237
Northern Illinois University
DeKalb, IL 60115

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To develop, field test and demonstrate specific intervention strategies for learning disabled persons at Northern Illinois University and community colleges throughout Illinois.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Develop five training modules covering identification and assessment, learning strategies, service coordination, academic skills, and counseling - academic, vocational, and social skills to be presented as intensive two-day workshops at the demonstration sites.
2. Implement five training modules in specific intervention strategies at three demonstration sites: NIU/Kishwaukee College in the northern region, Richland College in the central region, and Kaskaskia College in the southern region.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college and state vocational rehabilitation.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manuals	Currently available
Project developed instruments	No date indicated
Videotape	Currently available
Journal articles	No date indicated

PROJECT PARTICIPANTS

Service Components

Individuals receiving services (training) through project activities: 10 agency personnel, 7 project staff, 150 postsecondary faculty and students with learning disabilities attending 53 community colleges in Illinois and Northern Illinois University.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client progress in training program.

On Postsecondary Education:

Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and professional review.

Personnel Involved in Evaluation Activities. Project director and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report, executive summary, and brochure/pamphlet for consumers, OSERS, Transition Institute and advisory board.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Checklist: Adult Basic Education Screening Device, Faculty checklist and Student checklist
Rating Scale: Training Evaluation Rating Scale
Interview: Intake interview and Case history form
Survey: Needs assessment survey

PROJECT TITLE: NIPEP: Northern Illinois Postsecondary Education Project

PROJECT CO-DIRECTORS: Ernie Rose & William Bursuck

CONTACT PERSON: Ernie Rose

TELEPHONE: (815) 753-8465

PROJECT START DATE: 8/15/86
PROJECT END DATE: 8/14/89

INSTITUTE #: 116

COMPETITION #: 84.078C

MAILING ADDRESS:
Northern Illinois University
Department of Educational Psychology
and Special Education
240 Graham Hall
DeKalb, IL 60115

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To develop and implement a model postsecondary service system for learning disabled students at Northern Illinois University and 17 community colleges in Northern Illinois.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Develop a regional system of comprehensive services for postsecondary LD students.
2. Implement the NIPEP model in 11 community college sites and NIU.
3. Replicate and evaluate the NIPEP model in 6 new Northern Illinois community college sites.
4. Include competencies related to service delivery for postsecondary LD students into existing and new preservice teacher education programs at NIU.
5. Provide on-going inservice training and technical assistance to additional community colleges/ universities throughout the State of Illinois with respect to model development, implementation and evaluation.
6. Field test the project Transition Planning Inventory in 8 Northern Illinois high schools.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, community/junior college and community education/rehabilitation facility.

PROJECT PRODUCTS

Product	Date Available
Abstract	Currently available
Training manual	1989
Project developed instruments	Currently available
Operations manual	1989

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,000.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 800.

Handicapping Condition	No. Served	Age Range
Learning disability	225	18 - 40

Related Service Components

Individuals receiving services (training) through project activities: 29 faculty and 32 undergraduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and decision making.

Personnel Involved in Evaluation Activities. Project co-directors, project advisory board, site advisory committees and Disabled Student Services Consortium.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, advisory board, state board of education and community colleges.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: Woodcock-Johnson Psychoeducational Battery
Academic Achievement: Woodcock-Johnson Psychoeducational Battery and Curriculum-based Assessment Instruments
Language: Informal essay
Adaptive Behavior: Woodcock-Johnson Scales of Independent Behavior (Part 4)
Social Skills: Interview and Case History
Career Interest: College Entrance Assessment Batteries
Survival Skills: Informal Assessment

Type and name of locally/project developed instruments.

Checklist: Environmental checklist, Faculty referral checklist and NIPEP utility checklist
Rating Scale: NIPEP satisfaction rating scale
Interview: Personal interview
Survey: Consumer follow-up survey
Other: Academic probes, Student self-referral form, Site implementation assessment and Transition planning inventory and guide

PROJECT TITLE: Model Orientation Program for Students with Learning Disabilities

INSTITUTE #: 126

PROJECT DIRECTOR: Sally Vernon

COMPETITION #: 84.078C

PROJECT COORDINATOR: Steven Oscharoff

MAILING ADDRESS:
Chicago City-Wide College
226 West Jackson
Chicago, IL 60606

CONTACT PERSON: Steven Oscharoff

TELEPHONE: (312) 443-5209

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/88

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To demonstrate, evaluate, and disseminate a Model Orientation Program for individuals with specific learning disabilities. It will prepare project participants to devise strategies to offset the functional limitations associated with their disability, thereby facilitating their ability to successfully complete postsecondary educational and vocational programs.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Delivery of curriculum to target population.
2. Evaluate success of the project through assessment of behavior changes of faculty and students.
3. Disseminate results of program.
4. Offer on-going technical assistance to City Colleges' staff and community organizations.

PRIMARY GRANTEE. Community/junior college.

PROJECT PRODUCTS

Product	Date Available
Project developed instruments	Currently available
Curricula	4/88
Journal Articles	6/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 125.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 80.

Handicapping Condition	No. Served	Age Range
Moderate learning disability	125	16 - 50

Related Service Components

Individuals receiving services (training) through project activities: 10 agency personnel.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data.

On Postsecondary Education:

Level of direct service provided by project, postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis, goal based and goal free.

Personnel Involved in Evaluation Activities. Project coordinator and 3rd party evaluator.

Type of Evaluation Reporting. Formal evaluation report.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R
Academic Achievement: Brigance Diagnostic Inventory
Other: Bender Visual Motor Gestalt and Writing Sample

Type and name of locally/project developed instruments.

Observation Form: Study schedule - daily log
Checklist: Strengths and weaknesses checklist
Interview: Intake interview
Survey: Consumer satisfaction survey, Faculty awareness questionnaire and Interview protocol

PROJECT TITLE: Access Postsecondary Education for Rural Handicapped Students	**INSTITUTE #**: 127
PROJECT DIRECTOR: Ninia Smith	**COMPETITION #**: 84.078C
CONTACT PERSON: Ninia Smith	**MAILING ADDRESS**: Department of Special Education Fort Hays State University Hays, KS 67601
TELEPHONE: (913) 628-4213	
PROJECT START DATE: 7/1/86 **PROJECT END DATE**: 10/1/88	**GEOGRAPHIC AREA SERVED**: Rural region within a state.

PROJECT PURPOSE. To facilitate access of rural handicapped students to appropriate postsecondary education through identification of available programs, self-advocacy seminars, a life planning course, and postsecondary faculty inservice and technical assistance.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Develop information brochure for faculty concerning background and teaching suggestions for disabled students, i.e., LD, VI, HI, BD, OH.
2. Develop disabled students' advising guide for postsecondary faculties.
3. Visit classrooms in each school to inform students of options and opportunities in postsecondary education.
4. Research, design, and produce a Disabled Student Handbook Model.
5. Develop listing of student resources.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, community/junior college, voc-tech school and state vocational rehabilitation.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Student handbook	Currently available
Faculty advising guide	Fall 1987
Service flyer	Currently available
Journal articles	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 160.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120.

Handicapping Condition	No. Served	Age Range
Mild behavioral disorder	1	16 - 25
Moderate cerebral palsy	1	16 - 35
Severe cerebral palsy	1	16 - 35
Mild developmental disability	1	16 - 25
Severe health impairment	2	16 - 25
Moderate hearing impairment	7	16 - 28
Severe hearing impairment	1	16 - 28
Mild learning disability	37	16 - 25
Moderate learning disability	20	16 - 30
Severe learning disability	9	16 - 25
Mild mental retardation	1	16 - 25
Moderate physical handicap	10	16 - 30
Moderate spinal cord injury	2	16 - 30
Severe visual impairment	2	16 - 25

Related Service Components

Individuals receiving services (training) through project activities: 80 parents, 60 faculty, 7 project staff, 40 teachers and counselors.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project.

Evaluation Approach(es). Systems analysis and case study.

Personnel Involved in Evaluation Activities. Project director and project coordinator.

Type of Evaluation Reporting and Audience. Formal evaluation report and brochure/pamphlet for consumers, OSERS and advisory board.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Checklist: Interest and expectation checklist
Rating Scale: Postsecondary awareness rating scale
Survey: Faculty attitudes survey
Other: Locus of control instrument

PROJECT TITLE: Adult Human Services Curriculum	**INSTITUTE #**: 156
PROJECT DIRECTOR: Mary Ellen Brady	**COMPETITION #**: 84.078C
PROJECT CO-DIRECTOR: Alec Peck	**MAILING ADDRESS**: Shriver Center 200 Trapelo Road Waltham, MA 02254
CONTACT PERSON: Mary Ellen Brady	
TELEPHONE: (617) 642-0257	
PROJECT START DATE: 9/1/87 **PROJECT END DATE**: 8/30/90	**GEOGRAPHIC AREA SERVED**: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To develop, pilot, and disseminate a curriculum package to train youth with severe learning disabilities for employment in adult human service agencies. This package will be designed for use by secondary and postsecondary educators and vocational trainers.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Survey employers and employee trainers.
2. Survey literature for instructional strategies and existing curricula.
3. Adapt existing materials to curriculum model format.
4. Establish and implement a review process for curriculum model.
5. Revise curriculum model based on review data.

PRIMARY GRANTEE. University affiliated facility.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, univerity/four year college and state school.

PROJECT PRODUCTS

Product	Date Available
Curricula	No date indicated
Journal articles	No date indicated

PROJECT PARTICIPANTS

Direct Services

Handicapping Condition	No. Served	Age Range
Severe learning disability	*	*

(* no number or age range indicated).

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, student/client follow-up status, student/client employment status, student/client outcome status.

Evaluation Approach(es). Systems analysis and decision making.

Personnel Involved in Evaluation Activities. Project director and project coordinator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Observation Form: Pre/post techniques test

Rating Scale: Conference evaluation form and Materials evaluation

Survey: Followup survey

NOTE: Project Profile generated by Techncial Assistance Program staff from grant application.

PROJECT TITLE: University of Minnesota General College Demonstration Project

PROJECT DIRECTOR: Terry Collins

CONTACT PERSON: Terry Collins

TELEPHONE: (612) 625-8384

PROJECT START DATE: 8/1/85
PROJECT END DATE: 7/31/88

INSTITUTE #: 104

COMPETITION #: 84.078C

MAILING ADDRESS:
University of Minnesota
General College
216 Pillsbury Drive, SE
106 Nicholson Hall
Minneapolis, MN 55455

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To develop tests; implement, evaluate, and disseminate writing curriculum for mainstreamed LD college students with transition to work orientation.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. To increase the retention and academic performance levels of mainstreamed LD postsecondary students.
2. To increase the ability of LD postsecondary students to use varied media, e.g., word processing, writing.
3. To increase awareness of community-related employment adaptations available to LD persons to facilitate transition-to-work.
4. Disseminate knowledge/findings in timely, effective way with the goal of supporting replication /adaptation in other settings.
5. Evaluate project's achievement.

PRIMARY GRANTEE. University/four year college.

PROJECT PRODUCTS

Product	Date Available
Newsletter	Currently Available
Journal articles	Currently Available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 70.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 70.

Handicapping Condition	No. Served	Age Range
Mild learning disability	20	17 - 52
Moderate learning disability	30	17 - 52
Severe learning disability	20	17 - 52

Related Service Components

Individuals receiving services (training) through project activities: 4 teachers and 3 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, matched control of non-LD students.

On Employers:

Employer information interviews.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis, professional review and case study.

Personnel Involved in Evaluation Activities. Project director, project staff and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers and U.S. Department of Education.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R

Other: Daly-Miller Scale of Writing Apprehension

Type and name of locally/project developed instruments.

Survey: Attitude and History writing samples survey

PROJECT TITLE: The LD Transition Project

INSTITUTE #: 117

PROJECT DIRECTOR: Lynda Price

COMPETITION #: 84.078C

CONTACT PERSON: Lynda Price

TELEPHONE: (612) 625-7578, 625-8384

MAILING ADDRESS:
106 Nicholson Hall
216 Pillsbury Drive S.E.
General College
University of Minnesota
Minneapolis, MN 55455

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/31/89

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To track 40 LD juniors and 23 LD seniors; to gather data on the transition process from high school to their first year in a chosen postsecondary setting; to provide information and a vehicle to network with service providers for LD adolescents and adults in the Twin Cities area; to develop/implement/evaluate a model for various agencies of different types (i.e., community college, 4-year college, private non-profit agency, public school system, etc.) to deliver effective services for the targeted population and their families; to develop appropriate materials or strategies that would facilitate effective transition for secondary and postsecondary LD populations whenever possible; to write, gather or review professional literature germane to the area of transition for other LD service providers.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Hire staff and set up liaison activities among the cooperating institutions.
2. Chose initial grant participants (i.e., 13 juniors and 16 seniors).
3. Write a bibliography with approximately 75 citations about transition from the professional literature.
4. Send a newsletter to approximately 200 people about the grant.
5. Develop and start to pilot a questionnaire dealing with transition issues (including a set of innovative videotapes).
6. Submit articles for publication.
7. Start a series of working papers on counseling LD adolescents and adults.
8. Develop a transition curriculum of activities related to the transition questionnaire (see #5).

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, community/junior college, vocational school, community education/rehabilitation facility, research institute, state agencies, private non-profit agency, Association for Retarded Citizens and Association for Learning Disabilities.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletters	Currently available
Project developed instruments	Currently available
Videotape (with questionnaire)	Currently available
Curricula	Currently available
Journal articles	Currently available
Transition questionnaire	Currently available
Bibliography & updates	Currently available
Support group manual	6/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 75 - 100.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 65.

Handicapping Condition	No. Served	Age Range
Mild learning disability	70	Adolescents & adults

Related Service Components

Individuals receiving services (training) through project activities: 80 parents, 20 agency personnel, 40 teachers, 5 project staff and 10 - 20 postsecondary faculty.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client outcome status, student/client employment status, data from the Transition Questionnaire (i.e., advocacy skills, social skills, learning style, postsecondary knowledge, etc.), course retention rate in postsecondary institution.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes, extensive transition-related consultation to cooperating agencies.

Evaluation Approach(es). Systems analysis, goal based, professional review, and case study.

Personnel Involved in Evaluation Activities. Project director and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, OSERS, Transition Institute, Advisory Board and all cooperating agencies in the Project.

INSTRUMENTATION

Type and name of instruments used by project.

General Ability/Intelligence: WAIS-R
Vocational Skills: Valpar or locally developed worksamples
Adaptive Behavior/Survival Skills: Project Transition Questionnaire
Social Skills: Janis-Field; Project Transition Questionnaire
Career Interest: Career Interest Inventory
Daily Living Skills: Project Transition Questionnaire
Other: Project Transition Questionnaire for learning style and other transition-related behaviors

Type and name of locally/project developed instruments.

Checklist: Sample transition plan
Rating Scale: Transition questionnaire
Questionnaire: Transition questionnaire
Other: Transition curriculum; LD support group manual, Counseling papers series

PROJECT TITLE: Community-Based Training

INSTITUTE #: 112

PROJECT COORDINATOR: Bob Atkins

COMPETITION #: 84.078C

CONTACT PERSON: Bob Atkins

TELEPHONE: (816) 756-2250

MAILING ADDRESS:
Rehabilitation Institute
3011 Baltimore
Kansas City, MO 64108

PROJECT START DATE: 10/1/85
PROJECT END DATE: 9/30/88

GEOGRAPHIC AREA SERVED: Region within a state including more than one county & metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To enhance the quality of occupational skill and work adjustment training and ease the transition from school to work for participants in existing facility-based training and adjustment programs by developing community-based training and work adjustment sites in area businesses and industries which will facilitate, encourage, and coordinate the postsecondary training and vocational adjustment of handicapped participants in a non-handicapped environment. Demonstrate feasibility of program design.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Occupational skill training.
2. Transition services.
3. Work behavior/habit adjustment.
4. Placement and follow-up of 33 participants.

PRIMARY GRANTEE. Community education/rehabilitation facility.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. State vocational rehabilitation agency.

PROJECT PRODUCTS

Product	Date Available
Student handbook	Currently available
Slide presentation	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 85.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 85.

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	2	16 - 21
Mild cerebral palsy	2	16 - 25
Mild chronic mental illness	8	16 - 45
Diabetes	3	16 - 45
Mild epilepsy	6	16 - 45
Mild hearing impairment	2	16 - 45
Mild learning disability	3	16 - 45
Mild mental retardation	32	16 - 45
Moderate mental retardation	3	16 - 45
Severe mental retardation	14	16 - 45
Mild physical handicap	3	16 - 45
Traumatic head injury	6	16 - 45

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, student/client demographics, student/client work experience background data, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status.

Evaluation Approach(es). Systems analysis and goal based.

Personnel Involved in Evaluation Activities. Project coordinator.

Type of Evaluation Reporting and Audience. Management report with narrative for vocational rehabilitation and staff.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Rating Scale: Progress reports

Questionnaire: Client satisfaction rating form

PROJECT TITLE: Project Access

PROJECT DIRECTOR: Patricia Kercher

PROJECT COORDINATOR: Dewey Swank

CONTACT PERSON: Patricia Kercher

TELEPHONE: (406) 791-2108

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/88

INSTITUTE #: 157

COMPETITION #: 84.078C

MAILING ADDRESS:
Great Falls Vocational Technical Center
2100 16th Avenue South
Great Falls, MT 59405

GEOGRAPHIC AREA SERVED: Part of a county.

PROJECT PURPOSE. To develop, implement, and validate especially designed and coordinated services and educational programs to facilitate and encourage successful education for handicapped adults with their non-handicapped peers.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Identify/develop needs assessment tool to survey faculty/staff in regards to inservice needs in understanding/dealing with adults with disabilities.
2. Development/implementation of an inservice curriculum for faculty/staff.
3. Develop faculty handbook.
4. Develop program brochure/outreach materials.
5. Implement plan for outreach.
6. Modify/supplement curricula for 4 vocational training programs.
7. Identify/develop learning styles assessment.
8. Develop student handbook.
9. Develop specialized curriculums to enhance vocational training success.
10. Develop support services including but not limited to peer tutoring, reader service, taped/video texts/lectures, mobility assistance.
11. Develop written policies/procedures to integrate project activities into Center operational system.

PRIMARY GRANTEE. Postsecondary Vocational Technical Center.

PROJECT PRODUCTS

Product	Date Available
Brochure	10/88
Student handbook	10/88
Project developed instruments	10/90
Curricula	10/90
Journal articles	10/90
Faculty handbook	10/88

PROJECT PARTICIPANTS

Service Components

Individuals receiving services (training) through project activities: 20 peer tutors, 3 project staff, 40 postsecondary faculty and 30 volunteers.

PROJECT EVALUATION PLAN

Evaluation Approach(es). Goal based and decision making.

Personnel Involved in Evaluation Activities. Project director, project staff and consultant.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, OSERS, Transition Institute, State Board of Regents, state vocational rehabilitation and state veterans administration.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Vocational Skills: MESA
Career Interest: Interest inventory in MESA
Dexterity/Manual Skills: MESA
Academic Achievement: Test of Adult Basic Education

PROJECT TITLE: LD-TALENTS: Learning Disabilities - Technical Assistance for Leadership in Education for Nebraska's Technical Schools

PROJECT DIRECTOR: John Bernthal

PROJECT COORDINATOR: Julie Geis

CONTACT PERSON: Julie Geis

TELEPHONE: (402) 472-5530

PROJECT START DATE: 8/1/87
PROJECT END DATE: 7/30/90

INSTITUTE #: 158

COMPETITION #: 84.078C

MAILING ADDRESS:
204H Barkley Memorial Center
University of Nebraska - Lincoln
Lincoln, NE 68583-0731

GEOGRAPHIC AREA SERVED: Six selected sites with varying characteristics.

PROJECT PURPOSE. To train existing community college personnel in model practices for learning disabled students and establish a visible transition network for LD students among high schools, intermediate education agencies, offices of vocational rehabilitation services and community colleges.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Disseminate materials for faculty development that will increase faculty knowledge and promote positive attitudes regarding LD students.
2. Train community college personnel via Telecommunication Training Series and On-Site Consultation to verify and design appropriate interventions for educational accommodations.
3. Establish a transition network among high schools, intermediate education agencies, offices of vocational rehabilitation and community colleges that will facilitate improved communication and service availability.
4. Research the qualitative and quantitative variables associated with LD transition to community colleges.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, local education agency, community/junior college and state vocational rehabilitation.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Project developed instruments	Currently available
Journal articles	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150.

Handicapping Condition	No. Served	Age Range
Mild learning disability	75	18 - 45
Moderate learning disability	75	18 - 45

Related Service Components

Individuals receiving services (training) through project activities: 6 - 12 postsecondary faculty.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status.

On Postsecondary Education:

Postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., pre/post activity knowledge - attitudes of faculty regarding learning disabilities.

Evaluation Approach(es). Systems analysis and goal based.

Personnel Involved in Evaluation Activities. Project director, project coordinator and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute and cooperating agencies of project.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R
Language: Peabody Picture Vocabulary Test and Test of Adolescent Language
Academic Achievement: Woodcock-Johnson Psychoeducational Battery - Part II

Type and name of locally/project developed instruments.

Rating Scale: Oral language analysis and written language analysis
Interview: Intake-referral interview
Survey: Faculty attitude and knowledge toward LD survey

PROJECT TITLE: Educational Center for Disabled Students

PROJECT DIRECTOR: Bradley Munn

PROJECT COORDINATOR: Christy A. Horn

CONTACT PERSON: Christy A. Horn

TELEPHONE: (402) 472-3417

PROJECT START DATE: 8/1/85
PROJECT END DATE: 7/21/88

INSTITUTE #: 111

COMPETITION #: 84.078C

MAILING ADDRESS:
132 Administration Building
University of Nebraska - Lincoln
Lincoln, NE 68588-0437

GEOGRAPHIC AREA SERVED: State with metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To allow the disabled college student to take full advantage of his/her educational opportunities through a combination of instruction and computer applications. The program will provide an evaluation of student needs and capabilities, a program combining computer technology and educational skills training, and a center for disabled students, prospective students and their parents to seek assistance concerning current computer technological applications.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implementation of compensatory and adaptive computer interventions and implementation of cognitive skills training for improving student educational performance and increasing educational opportunities.
2. Process evaluation of student use of Center and staff activities to develop implementation model for replication.
3. Dissemination of model project technology and service methods and dissemination of project outcomes.
4. Development and dissemination of project replication materials.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. State vocational rehabilitation agency, services for visually impaired and Barkley Augmentative Communication Center.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Project developed instruments	Currently available
Journal articles	Currently available
Replication manual	Summer/Fall 1988
Working papers	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 300.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 175.

Handicapping Condition	No. Served	Age Range
Mild cerebral palsy	5	18 - 35
Moderate cerebral palsy	4	18 - 35
Severe cerebral palsy	4	18 - 35
Moderate communication disorder	4	19 - 27
Severe communication disorder	2	19 - 27
Mild epilepsy	1	21
Mild hearing impairment	5	18 - 27
Moderate hearing impairment	4	18 - 27
Severe hearing impairment	2	18 - 27
Mild learning disability	10	18 - 45
Moderate learning disability	30	18 - 45
Severe learning disability	10	18 - 45
Mild multiple handicap	2	19 - 28
Moderate multiple handicap	3	19 - 28
Mild physical handicap	7	18 - 50
Moderate physical handicap	20	18 - 50
Moderate speech impairment	4	19 - 27
Severe speech impairment	2	19 - 27
Moderate spinal cord injury	3	19 - 40
Severe spinal cord injury	30	19 - 40
Mild traumatic head injury	1	19 - 35
Moderate traumatic head injury	2	19 - 35
Moderate visual impairment	10	18 - 40
Severe visual impairment	5	18 - 40

Related Service Components

Individuals receiving services (training) through project activities: 150 undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student changes in attitude/beliefs and student use of services.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis, goal based and goal free.

Personnel Involved in Evaluation Activities. Project coordinator, project staff, 3rd party evaluator and consultant.

Type of Evaluation Reporting and Audience. Formal evaluation report, executive summary, brochure/pamphlet, and journal articles/replication materials for consumers, OSERS, Transition Institute, advisory board, state vocational rehabilitation, university administration and professionals.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R

Other: Bender Visual Motor Gestalt

Type and name of locally/project developed instruments.

Observation Form: Log of Student Center use and Log of staff/student interactions

Interview: Intake interview

PROJECT TITLE: Access to Computers to Disabled Students

PROJECT DIRECTOR: William Roth

CONTACT PERSON: William Roth

TELEPHONE: (518) 442-3850

PROJECT START DATE: 8/1/87
PROJECT END DATE: 7/30/90

INSTITUTE #: 163

COMPETITION #: 84.078C

MAILING ADDRESS:
SUNY at Albany
P. O. Box 9
Albany, NY 12201

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To make computers and their modifications in hardware and software accessible to disabled students, by a directed organizational effort combining diverse elements in one model project. To mainstream disabled students into the computer environment of the University and prepare them for the increasingly computer environment of society.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Provide computer access for over 100 disabled students.
2. Develop and implement a consulting center and tailoring shop that allows student to learn about computer equipment and how it can be tailored to meet their needs.
3. Provide training at the preservice level to familiarize them with available computer technology.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. New York State Council for Computing and Disability.

PROJECT PRODUCTS

Product	Date Available
Journal articles	No date indicated
Software and hardware bibliography	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100.

Handicapping Condition	No. Served	Age Range
Mild hearing impairment	*	*
Mild learning disability	*	*
Mild physical handicap	*	*
Mild visual impairment	*	*

(* no number or age range indicated).

Related Service Components

Individuals receiving services (training) through project activities: undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Student/client progress in educational program, student/client outcome status.

On Postsecondary Education:

Postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis.

Personnel Involved in Evaluation Activities. Project director and research associates.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, local education agencies, colleges and universities.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Survey: Access to computer survey, Advisory/teacher survey and Student survey

Other: Log of consultations and Record of inquiries

NOTE: Project Profile generated by Technical Assistance Program staff from grant application.

PROJECT TITLE: Career Skills Upgrading Project

INSTITUTE #: 103

PROJECT DIRECTOR: Jean Crockett

COMPETITION #: 84.078C

CONTACT PERSON: Jean Crockett

TELEPHONE: (516) 747-5400

MAILING ADDRESS:
Human Resources School
Searington Road
Albertson, NY 11507

PROJECT START DATE: 7/1/85
PROJECT END DATE: 6/30/88

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To provide training in course content in a special curriculum built around the themes of knowledge of self, knowledge of self in relation to the world of work, and knowledge of self as a worker. This generic skills program will be offered as part of a "reverse mainstreamed" adult education program 2-4 evenings per week over a 30-week period.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Offer three training clusters in electronic data processing, electronic data management and basic electronics via adult education program.

PRIMARY GRANTEE. Local education agency, community education/rehabilitation facility, research institute and private non-profit agency.

PROJECT PRODUCTS

Product	Date Available
Curricula	No date indicated
Journal articles	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 135.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 25.

Handicapping Condition	No. Served	Age Range
Severe cerebral palsy	1	23 - 40
Profound cerebral palsy	2	23 - 40
Moderate emotional disorder	1	24 - 30
Severe emotional disorder	1	24 - 30
Profound emotional disorder	1	24 - 30
Moderate health impairment	3	20 - 60
Mild hearing impairment	2	25 - 35
Severe hearing impairment	2	25 - 35
Moderate learning disability	3	22 - 30
Mild physical handicap	2	*
Moderate physical handicap	2	*
Profound physical handicap	1	*
Moderate substance abuse	3	20 - 35
Moderate visual impairment	2	35 - 60

Related Service Components

Individuals receiving services (training) through project activities: Displaced homemakers, men at midlife crisis and disabled workers who are underemployed.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client outcome status.

On Employers:

Employer characteristics/demographics.

Evaluation Approach(es). Goal based.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff and 3rd party evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Career Interest: Strong Campbell Interest Inventory

Personality: Subsections of the Adjective Checklist

Type and name of locally/project developed instruments.

Other: Project developed competencies for each of the courses offered

PROJECT TITLE: Enhancing Vocational Possibilities for College Students with Learning Disabilities

INSTITUTE #: 161

PROJECT DIRECTOR: Craig A. Michaels

COMPETITION #: 84.078C

CONTACT PERSON: Craig A. Michaels

TELEPHONE: (516) 747-5400

MAILING ADDRESS:
Human Resources Center
I. U. Willets Road
Albertson, NY 11050

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation, including more than one county.

PROJECT PURPOSE. To demonstrate how vocational possibilities for community college students with learning disabiilties can be enhanced through the provision of comprehensive vocational support services. Services will include comprehensive psychological, educational and vocational assessment, campus-based support services to increase career awareness, comprehensive placement readiness skills training and placement, and followup services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Address the specific vocational/transitional needs of four identified goups of community college students with learning disabilities: students near graduation; students who appear to have the potential to graduate but are struggling with the choice of a major; students who probably will not graduate and may even be on academic probation; students who are experiencing difficulties even in remedial courses.

PRIMARY GRANTEE. Private non-profit agency.

PROJECT PRODUCTS

Product	Date Available
Brochure	1988
Journal articles	1990

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 125.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 90.

Handicapping Condition	No. Served	Age Range
Mild learning disability	15	17 - 25
Moderate learning disability	60	17 - 25
Severe learning disability	15	17 - 25

Related Service Components

Individuals receiving services (training) through project activities: 30 parents, 25 agency personnel, 75 business/industry personnel, 25 peer tutors, 125 teachers, 5 project staff, 45 postsecondary faculty and 90 undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Goal based and professional review.

Personnel Involved in Evaluation Activities. Project director, project staff, advisory board and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, Transition Institute, advisory board, state vocational, occupational, and special education, AHSSPPE, colleges, high schools, office of vocational rehabilitation and rehabilitation agencies.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R and Woodcock-Johnson Psychoeducational Battery
Language: Peabody Picture Vocabulary Test
Adaptive Behavior/Survival Skills: McCarron-Dial Work Evaluation System
Career Interest: Career Assessment Inventory
Daily Living Skills: McCarron-Dial Work Evaluation System
Academic Achievement: Woodcock-Johnson Psychoeducational Battery

PROJECT TITLE: A Demonstration Project to Teach LD Community College Students Remedial Mathematics

INSTITUTE #: 124

PROJECT DIRECTOR: Juliana Corn

COMPETITION #: 84.078C

CONTACT PERSON: Juliana Corn

TELEPHONE: (718) 631-6350

MAILING ADDRESS:
Math Department
Queensborough Community College
Bayside, NY 11364

PROJECT START DATE: 8/1/86
PROJECT END DATE: 7/31/89

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To teach community college learning disabled students remedial mathematics.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Curriculum modification.
2. Production of instructional videotape.
3. Research and development of CAI.
4. Continuation of peer tutoring programs.
5. Teacher training.
6. Development of handbook for faculty.

PRIMARY GRANTEE. Community/junior college.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	8/89
Videotape	Currently available
Curricula	8/89
Journal articles	Currently available
Replication manual	8/89
Computer assisted instruction	8/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 80.

Handicapping Condition	No. Served	Age Range
Learning disability	80	17 - 35

Related Service Components

Individuals receiving services (training) through project activities: 7 peer tutors and 5 postsecondary faculty.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program.

On Postsecondary Education:

Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and goal based.

Personnel Involved in Evaluation Activities. Project director, project coordinator and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute and secondary/postsecondary faculty.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Checklist: Evaluation checklist for audiovisual tape and Student workshop evaluation checklist

Interview: Project application form and screening form

Survey: Faculty attitude survey and Student satisfaction survey

Questionnaire: Tutor evaluation of student, Student evaluation of tutor, Student evaluation of CAI, Faculty evaluation of CAI, Evaluation of inservice training, Evaluation of conference presentation, Teacher evaluation of tutors and Student evaluation of teachers

PROJECT TITLE: The Total Impact Model: A Community College/Trade School Collaboration for Learning Disabled Young Adults

INSTITUTE #: 159

PROJECT DIRECTOR: Bert Flugman

COMPETITION #: 84.078C

PROJECT COORDINATOR: Dolores Perin

MAILING ADDRESS:
CASE/IRDOE, CUNY Graduate School
33 West 42nd Street, Rm. 620NC
New York, NY 10036

CONTACT PERSON: Bert Flugman

TELEPHONE: (212) 921-2985

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/90

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To study the feasibility of providing vocational training to learning disabled, special education high school leavers, utilizing both a community college and a not-for-profit trade school. Service delivery model involves: using the community college to provide training in basic skills and interpersonal skills and also career counseling, campus-based work-study, and parent workshops; using the not-for-profit trade school for training in vocational skills and for job placement.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implementation of training in vocational skills, basic skills, interpersonal skills.
2. Services of a full-time learning disabiilties specialist in the vocational skills classroom.
3. Services of tutor in basic skills classroom.
4. Work-study job coaching.
5. Career counseling.
6. Parent workshops.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college and private non-profit agency.

PROJECT PRODUCTS

Product	Date Available
Training manual	No date indicated
Project developed instruments	No date indicated
Curricula	No date indicated
Journal articles	No date indicated
Replication manual	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 120.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120.

Handicapping Condition	No. Served	Age Range
Moderate learning disability	120	17 - 28

Related Service Components

Individuals receiving services (training) through project activities: 30 - 40 parents.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client outcome status.

On Postsecondary Education:

Postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis, goal free, professional review and case study.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff, advisory board, 3rd party evaluator and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report and presentations and papers for OSERS, state agency, other agencies and professional peers.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R
Career Interest: Career Maturity Inventory
Personality: Piers-Harris Self Concept (Adapted)
Academic Achievement: Test of Adult Basic Education and Wide Range Achievement Test - Revised

Type and name of locally/project developed instruments.

Observation Form: Work-study observation form
Rating Scale: Checklist of basic skills attainment, Checklist of interpersonal skills attainment, Checklist of vocational skills attainment and Work-study competency rating form
Survey: Parent survey
Questionnaire: Vocational outcome questionnaire and Parent opionnaire and knowledge inventory
Other: Writing sample and Case studies of best and worst cases

PROJECT TITLE: Comprehensive Learning Program

PROJECT DIRECTOR: Rosa Hagin

PROJECT COORDINATOR: Elizabeth Lorenzi

CONTACT PERSON: Rosa Hagin

TELEPHONE: (212) 841-5579

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

INSTITUTE #: 160

COMPETITION #: 84.078C

MAILING ADDRESS:
Fordham University
113 W. 60th Street
School Consultation Center
Room 1004
New York, NY 10023

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To develop, operate and test a comprehensive program for adults whose learning disabilities result in a substantial handicap to employment. This overall goal will be realized through the following program components: screening and psychological diagnosis, tutoring, vocational counseling, and social work services implemented by students in Fordham University's Graduate School of Education, School of Social Services and the College at 60. Service delivery model includes direct services to twenty learning disabled adults each year, indirect services through training of clinicians and tutors, and evaluation of differential contributions of each of program elements.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Awareness contacts to relevant agencies.
2. Screening and intake procedures.
3. Diagnosis of learning disabilities.
4. Training of tutors.
5. Developing educational plans.
6. Tutoring sessions (individual).
7. Provide vocational, personal and group counseling.
8. Introduction to computers.

PRIMARY GRANTEE. University/four year college.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	5/88
Project developed instruments	Currently available
Journal articles	6/90
Replication manual	6/90

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60.

Handicapping Condition	No. Served	Age Range
Mild learning disability	10	18 - 45
Moderate learning disability	30	18 - 45
Severe learning disability	20	18 - 45

Related Service Components

Individuals receiving services (training) through project activities: 5 project staff and 9 College at 60 students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Employers:

Level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es). Systems analysis, decision making, professional review and case study.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff, 3rd party evaluator and consultants.

Type of Evaluation Reporting and Audience. Formal evaluation report and brochure/pamphlet for consumers, Transition Institute, advisory board, FEGS, vocational rehabilitation and hospitals.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R
Special Aptitude: Woodcock-Johnson Psychoeducational Battery
Vocational Skills: AVMAI and Self-Directed Search
Dexterity/Manual Skills: Purdue Pegboard
Personality: Thematic Apperception Test
Academic Achievement: Wide Range Achievement Test - Revised
Other: Neuropsychological Battery

Type and name of locally/project developed instruments.

Observation Form: Peer tutor observation form
Rating Scale: Client rating scale
Interview: Intake interview
Survey: GCD Survey

PROJECT TITLE: Project CAREER

PROJECT DIRECTOR: Irwin Rosenthal

CONTACT PERSON: Irwin Rosenthal

TELEPHONE: (212) 998-5572

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

INSTITUTE #: 162

COMPETITION #: 84.078C

MAILING ADDRESS:
New York University
Counselor Education Department
Room 400, East Building
239 Greene Street
New York, NY 10003

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To establish a demonstration project for learning disabled college students with a focus on career/job development training through the use of field studies and internships. The major component will be the replication of the experience based career education internship model program at NYU in liaison community colleges.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Provide career/job interest, aptitude and academic skills assessment.
2. Provide individual counseling.
3. Develop field and internship sites.
4. Liaison with faculty regarding internships.
5. Provide academic advisement and monitoring as well as assist students in developing compensatory strategies.
6. Conduct faculty workshops.
7. Provide a summer program.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college, JTPA service delivery area agent and local chamber of commerce.

PROJECT PRODUCTS

Product	Date Available
Brochure	No date indicated
Newsletter	No date indicated
Project developed instruments	No date indicated
Journal articles	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 45.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 45.

Handicapping Condition	No. Served	Age Range
Mild learning disability	45	*

(* no age range indicated).

Related Service Components

Individuals receiving services (training) through project activities: business/industry personnel and postsecondary faculty.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:

Postsecondary education/training satisfaction with student/client participation, project activities, etc.

Evaluation Approach(es). Systems analysis, decision making and case study.

Personnel Involved in Evaluation Activities. Project director, project staff and evaluation consultant.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, community colleges and professionals.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Career Interest: Career Development Inventory, Strong-Campbell Interest Inventory and Discover.
Academic Achievement: Writing Anxiety Scale

Type and name of locally/project developed instruments.

Rating Scale: Field study plan rating scale, Internship site rating scale, Internship exploration skills rating form, Compensatory strategy and job skill rating scale and Work performance rating scale
Questionnaire: Field study satisfaction questionnaire
Other: Student summary statement, Field study plan, Internship count form, Vocational needs assessment, Internship plan, Internship knowledge test, Grade reports, Essays, Job placement record and Workshop attendance records

PROJECT TITLE: Learning Disabilities Consortium

PROJECT DIRECTOR: Bette Angotti

PROJECT COORDINATOR: Beverly E. Blue

CONTACT PERSON: Beverly E. Blue

TELEPHONE: (704) 342-6621

PROJECT START DATE: 9/87
PROJECT END DATE: 9/90

INSTITUTE #: 164

COMPETITION #: 84.078C

MAILING ADDRESS:
Central Piedmont Community College
P. O. Box 35009
Charlotte, NC 28235

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation which incorporates two states.

PROJECT PURPOSE. To facilitate transition of LD students from public secondary to public postsecondary institutions, through consortium of five institutions in the greater Charlotte area who have agreed to work together with 100 high school students who are interested in attending college. To provide services such as peer mentors, tutors, personal/academic/career counseling, supplemental evaluation of learning styles/strengths/weaknesses, and referral to community agencies as necessary.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Development of testing protocol for participants.
2. Needs assessment for faculty inservice at member institutions (community college, technical institute, university, rural school district, and urban city/county school system).
3. Development of handbooks for faculty/staff who work with LD students.
4. Training of peer mentors (LD students at university).
5. Development of referral procedures from school systems to consortium for participation.
6. Development of tracking system for participants.

PRIMARY GRANTEE. Community/junior college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, university/four year college and vocational technical institute.

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 300.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100.

Handicapping Condition	No. Served	Age Range
Mild learning disability	75	16 - 22
Moderate learning disability	25	16 - 22

Related Service Components

Individuals receiving services (training) through project activities: 15 teachers, 20 project staff, 15 postsecondary faculty, 20 undergraduate/graduate students and 10 peer tutors.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and case study.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R
Vocational Skills: To be selected
Language: To be selected
Social Skills: To be selected
Career Interest: Strong-Campbell Interest Inventory
Personality: To be selected
Academic Achievement: Wide Range Achievement and others to be selected

Type and name of locally/project developed instruments.

Interview: Application for project participation
Survey: Needs assessment for faculty inservice at member institutions and needs assessment for additional testing
Other: Participant referral/eligibility, potential success checklist/file review and testing protocol

PROJECT TITLE: Learning Disabilities Training Project

INSTITUTE #: 120

PROJECT DIRECTOR: Arlene C. Stewart

COMPETITION #: 84.078C

CONTACT PERSON: Arlene C. Stewart

TELEPHONE: (704) 227-7127

MAILING ADDRESS:
8 McKee Building
Western Carolina University
Cullowhee, NC 28723

SPECIAL NET USER ID: DecCullowhee

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/31/89

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To provide information about LD college students - academic needs, assessment and diagnosis, services needed to faculty and staff (administrators); to assess data on 45 students to be monitored at WCU.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Develop and disseminate training materials, including a newsletter.
2. Implement training.
3. Conduct research.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college and university/four year college.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manual	8/89
Project developed instruments	Currently available
Journal articles	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 5,000.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 45.

Handicapping Condition	No. Served	Age Range
Learning disability	45	17+

Related Service Components

Individuals receiving services (training) through project activities: teachers, project staff and postsecondary faculty.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client progress in educational program.

On Postsecondary Education:

Level of direct service provided by project.

Evaluation Approach(es). Systems analysis.

Personnel Involved in Evaluation Activities. Project director and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, OSERS, Transition Institute and advisory board.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R

Academic Achievement: Woodcock-Johnson Psychoeducational Battery

Type and name of locally/project developed instruments.

Checklist: Behavior checklist

Survey: Needs assessment survey

Other: Academic styles inventory

PROJECT TITLE: Career Development

PROJECT DIRECTOR: Stephen H. Simon

PROJECT COORDINATOR: Jeff Vernooy

CONTACT PERSON: Jeff Vernooy

TELEPHONE: (513) 890-2251

PROJECT START DATE: 8/1/85
PROJECT END DATE: 7/30/88

INSTITUTE #: 108

COMPETITION #: 84.078C

MAILING ADDRESS:
Office of Handicapped Services
Wright State University
Dayton, OH 45435

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To design and implement a comprehensive system of career planning and placement services for students with severe/multiple disabilities, educate employers on issues related to hiring disabled individuals, and create job opportunities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Continued training of students.
2. Continued placement of students.
3. Training programs for employers.
4. Training programs for placement staff.
5. Continued presentations discussing concept and preliminary results.
6. Development of video materials for employers and placement offices.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college and university/four year college.

PROJECT PRODUCTS

Product	Date Available
Training manual	9/88
Videotape	9/88
Journal articles	9/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100+.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100+.

Handicapping Condition	No. Served	Age Range
Mild brain damage	4	20 - 30
Moderate brain damage	2	20 - 30
Severe cerebral palsy	25	20 - 30
Severe communication disorder	4	20 - 30
Severe hearing impairment	5	20 - 30
Mild learning disability	20	20 - 30
Moderate learning disability	30	20 - 30
Severe speech impairment	5	18 - 25
Severe spinal cord injury	20	18 - 30
Severe visual impairment	15	18 - 30

Related Service Components

Individuals receiving services (training) through project activities: 15 agency personnel and 30 business/industry personnel.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:

Postsecondary education/training outcomes.

Evaluation Approach(es). Goal based.

Personnel Involved in Evaluation Activities. Project coordinator and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS and Transition Institute.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Career Interest: California Occupational Preference System

Type of locally/project developed instruments.

Other: Observation and interview forms

PROJECT TITLE: The PLUS Program: A Regional Liaison Project

INSTITUTE #: 165

PROJECT DIRECTOR: Paul Naour

COMPETITION #: 84.078C

PROJECT COORDINATOR: Donna Adornetto

CONTACT PERSON: Paul Naour

TELEPHONE: (614) 826-8246

MAILING ADDRESS:
Muskingum College
Montgomery Hall 220
New Concord, OH 43762

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/88

GEOGRAPHIC AREA SERVED: Region within a state including more than one county and rural area.

PROJECT PURPOSE. To provide appropriate liaison services for regional high schools to facilitate admission opportunities to high school learning disabled students; to provide identified high school juniors and their LD teachers a summer program on a college campus to provide metacognitive strategies to aid those students in developing independent learning behaviors prior to their senior year of high school; to provide a comprehensive psychoeducational assessment and to develop an Individualized Learning Profile during the summer following high school graduation to those students anticipating participation in the PLUS Program; to continue providing supplemental individual professional tutorial services to participants in the PLUS Program; to develop and provide training opportunities for tutorial staff and faculty advocates during each summer the project is in place; to enhance professional placement opportunities for learning disabled college graduates by providing program assistance to the College Placement Service at Muskingum College; to provide for national dissemination of a regionally based comprehensive program model by utilizing a regionally based consortium of secondary and postsecondary schools.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Professional tutoring of 96 students.
2. Develop ILP, tutor handbook, newsletter for parents and professionals, project videotape, and program brochure.
3. Develop faculty liaison, admissions liaison, and placement office liaison.
4. Identify 50 high school juniors/seniors for services.
5. Develop/implement program/college task force and policy.
6. Implement tutor inservice.
7. Implement summer project to involve LD service providers, high school counselors and college project staff.

PRIMARY GRANTEE. University/four year college.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manual	9/88
Videotape	9/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150.

Handicapping Condition	No. Served	Age Range
Mild learning disability	96	18 - 24
Moderate learning disability	54	18 - 24

Related Service Components

Individuals receiving services (training) through project activities: 96 parents, 64 teachers, 20 project staff, 65 postsecondary faculty and 95 undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes, programs of study.

Evaluation Approach(es). Goal based.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff and staff evaluator.

Type of Evaluation Reporting and Audience. Executive summary for Transition Institute.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R

Language: Test of Written Language and Test of Written Spelling

Academic Achievement: Stanford Test of Academic Skills, Stanford Diagnostic Reading Test and Stanford Diagnostic Math Test

Other: Bloomer Learning Test

Type and name of locally/project developed instruments.

Rating Scale: Program Evaluation Rating Scales

Questionnaire: Program Evaluation Questionnaires

Other: Individual Learning Profile

PROJECT TITLE: Project OVERS - Oklahoma Vocational Education Resource System

INSTITUTE #: 118

PROJECT DIRECTOR: Kathy McKean

COMPETITION #: 84.078C

CONTACT PERSON: Kathy McKean

TELEPHONE: (918) 225-1882, 225-4711

MAILING ADDRESS:
Child Service Demonstration Center
101 W. Broadway
Cushing, OK 74023

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/31/88

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To provide for the postsecondary vocational/technical education needs of LD adults in Oklahoma through a model resource system at Central Area Vo-Tech and to replicate this model in the 24 other area vo-techs (and their associated satellite centers) in the State.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Adaptive instruction.
2. Dissemination: achieve some level of implementation in all Oklahoma Area Vo-Tech Schools; inservice workshops for teachers; disseminating project materials.
3. Development of project video.
4. Production of catalogues.
5. Project evaluation.

PRIMARY GRANTEE. State education agency - Child Service Demonstration Center and local education agency (Area Vo-Tech School).

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, private secondary school, community education/rehabilitation facility and Association for Learning Disabilities.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Videotape	8/88
Curricula	8/88
Replication manual	8/87

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 750.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 200.

Handicapping Condition	No. Served	Age Range
Mild learning disability	170	18+
Moderate learning disability	25	18+
Severe learning disability	5	18+

Related Service Components

Individuals receiving services (training) through project activities: 50 agency personnel, 2400 teachers and 7 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status.

On Postsecondary Education:

Level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis.

Personnel Involved in Evaluation Activities. Project director and 3rd party evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report and brochure/pamphlet for consumers, OSERS and Transition Institute.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: Revised Beta and WISC-R

Academic Achievement: Wide Range Achievement Test - Revised and Brigance Diagnostic Inventory of Essential Skills

Type and name of locally/project developed instruments.

Other: Checklist and Rating scales

PROJECT TITLE: Transitional Assistance for Postsecondary Students (T.A.P.S.)

INSTITUTE #: 167

PROJECT DIRECTOR: Marshall Mitchell

COMPETITION #: 84.078C

PROJECT COORDINATOR: Deana Milliron

CONTACT PERSON: Marshall Mitchell

TELEPHONE: (806) 371-5436

MAILING ADDRESS:
Amarillo College
P. O. Box 447
Amarillo, TX 79178

PROJECT START DATE: 8/15/87
PROJECT END DATE: 8/31/90

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To provide support services, expanded education resources, new academic and community linkages, increased outreach and inservice on behalf of learning disabled postsecondary students in the 26-county, rural Texas panhandle. To provide transitional services for learning disabled postsecondary students through a community college setting which will asssist in identification and remediation of the barriers that prevent them from obtaining their educational, personal and career goals with a primary focus on skills and attitudes required for success as an independent adult.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Identify and admit 30 learning disabled students into the program.
2. Develop and implement curricula for a score of courses to teach students social, study, academic and life skills that are often lacking in LD students.
3. Provide support services on an individual need basis for students in the program.
4. Coordinate inservice training workshops for secondary personnel on how to prepare the LD student for college and for postsecondary personnel on assisting the LD student in college.
5. Edit and distribute a newsletter twice a year for secondary and postsecondary personnel who work with learning disabled students to form a network on transition of LD students.
6. Coordinate the use of graduate practicum students from West Texas State University to tutor with students in the program.

PRIMARY GRANTEE. Community/junior college.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	5/88
Project developed instruments	Currently available
Videotape	10/88
Curricula	7/88
Journal articles	11/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150 - 200.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150.

Handicapping Condition	No. Served	Age Range
Severe learning disability	22	18 - 40

Related Service Components

Individuals receiving services (training) through project activities: Teacher and postsecondary faculty participants at upcoming workshops and 21 undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client outcome status, academic skills levels, and study skills present.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes, postsecondary grades, GPA, courses, tutoring hours received, basic academic skills improvement.

Evaluation Approach(es). Goal based.

Personnel Involved in Evaluation Activities. Project director and project coordinator.

Type of Evaluation Reporting and Audience. Formal evaluation report and executive summary for consumers, OSERS, Transition Institute, advisory board, Texas Rehabilitation Commission and secondary personnel.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R and Ravens Standard Progressive Matrices
Language: Peabody Picture Vocabulary Test
Career Interest: Strong-Campbell Interest Inventory, Kuder Preference Record - Vocational, and Vocational Interest Experience and Skill Assessment
Personality: Myers-Briggs Type Indicator
Academic Achievement: Wide Range Achievement Test, Peabody Individual Achievement Test, Key Math and Woodcock-Johnson Psychoeducational Battery
Other: Cognitive Mapping

Type and name of locally/project developed instruments.

Checklist: Study skills checklist and Reading skills checklist
Interview: Initial interview form
Questionnaire: Faculty evaluation form
Other: Student contract form and accommodation form

PROJECT TITLE: Project Success

PROJECT DIRECTOR: Larry Bonner

PROJECT COORDINATOR: Ann Straley

CONTACT PERSON: Ann Straley

TELEPHONE: (214) 238-6372

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/88

INSTITUTE #: 166

COMPETITION #: 84.078C

MAILING ADDRESS:
Special Services
Richland College
12800 Abrams Road
Dallas, TX 75243-2199

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To provide programs to meet the diverse needs of learning disabled individuals. The project includes development, implementation and evaluation of screening instruments to identify and place learning disabled individuals; multisensory instruction in written expression; a tutoring program to match each learning disabled student with a qualified volunteer tutor; an outreach program to provide an opportunity for learning disabled individuals to be identified and attain multisensory reading and spelling instruction in their business setting; individualized educational planning; career planning and employment skills instruction, followed by the opportunity for job placement activities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Evaluate and adopt screening instruments to identify and place learning disabled individuals.
2. Develop and implement multisensory instruction in reading and spelling.
3. Develop and implement multisensory instruction in written expression.
4. Develop and implement a tutoring program to match each learning disabled student with a qualified volunteer tutor.
5. Develop and implement an outreach program to provide an opportunity for learning disabled individuals to be identified and attain multisensory reading and spelling instruction in their business setting.
6. Develop and implement career planning and employment skills instruction, followed by the opportunity for job placement activities.
7. Evaluate each project component to determine effectiveness.
8. Begin preparation of guidelines for replication of services offered in this project, which will include a report from each program coordinator on the results achieved during the first year of implementation.

PRIMARY GRANTEE. Community/junior college.

PROJECT PRODUCTS

Product	Date Available
Replication manual	9/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 230.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 230.

Handicapping Condition	No. Served	Age Range
Learning disability	230	18 - 40

Related Service Components

Individuals receiving services (training) through project activities: 80 agency personnel, 50+ business/industry personnel, 50 peer tutors, 7 teachers, 6 project staff, 75 postsecondary faculty and 190 undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer.

Evaluation Approach(es). Systems analysis, goal based, professional review and case study.

Personnel Involved in Evaluation Activities. Project director, project coordinator and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute, HEATH Resource Center, Texas Rehabilitation Commission, Veterans Administration - Vocational Rehabiltation, League for Innovation in Community Colleges, National Association of Children and Adults with Learning Disabilities, Orton Dyslexia Society, Association of Handicapped Student Services Programs in Postsecondary Education and International World Congress on Dyslexia.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R
Language: Woodcock-Johnson Psychoeducational Battery and Test of Written Language
Personality: Myers Briggs Type Indicator and Strong-Campbell Interest Inventory
Academic Achievement: Wide Range Achievement Test and Diagnostic Assessment of Reading Errors

Type and name of locally/project developed instruments.

Other: Winston Grammar Evaluation

PROJECT TITLE: University Bound LD Student Transition	INSTITUTE #: 168
PROJECT DIRECTOR: Gladys M. Tucker	COMPETITION #: 84.078C
CONTACT PERSON: Gladys M. Tucker	MAILING ADDRESS: 160 Olpin Union University of Utah Salt Lake City, UT 84112
TELEPHONE: (801) 581-5020	
SPECIAL NET USER ID: UOFUT	GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.
PROJECT START DATE: 7/1/87 PROJECT END DATE: 6/30/90	

PROJECT PURPOSE. To enhance departmental academic programs and research efforts in teacher education; to identify university bound LD students; to give them skills for university entrance; help with the transition from high school to university; insure that university educational support services continue tracking the LD student to graduation.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Identifying and providing LD diagnostic assessment, through the Division of Rehabilitation Services, for 26 LD students.
2. Selecting 17 LD students who most closely meet federal and state guidelines for LD.
3. Learning strategies training for 4 field based consultants, 3 graduate assistants, 2 project staff, project director, and school district transition leader.
4. Implementing learning strategies for 17 LD students selected.
5. Held parent/student orientation at 2 high schools.
6. Presented project goals to: State Federation of CEC; Utah Special Education Consortium; Special Education faculty, University of Utah; UACLD.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school and state vocational rehabilitation.

PROJECT PRODUCTS

Product	Date Available
Project developed instruments	6/91
Curricula	6/91
Journal articles	6/91
Transition IEP	6/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 56.

Handicapping Condition	No. Served	Age Range
Mild learning disability	26	16 - 18
Moderate learning disability	30	16 - 18

Related Service Components

Individuals receiving services (training) through project activities: 14 teachers, 3 project staff and 3 - 9 graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client outcome status.

On Postsecondary Education:

Level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and decision making.

Personnel Involved in Evaluation Activities. Project director, project staff and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, OSERS, Transition Institute, state vocational rehabilitation, special education consortium and school districts.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R

Adaptive Behavior/Survival Skills: Weller Strawser Scales of Adaptive Behavior

Academic Achievement: Woodcock-Johnson Psychoeducational Battery - Part II

Type and name of locally/project developed instruments.

Rating Scale: Self-rating of satisfaction

Interview: Intake interview

Survey: Life planning survey

Questionnaire: Orientation workshop evaluation, Learning strategies course evaluation and Quarterly evaluation form

PROJECT TITLE: Demonstration Project for Learning Disabled: Cooperative Learning at the College Level

INSTITUTE #: 170

PROJECT DIRECTOR: Ruth E. Williams

COMPETITION #: 84.078C

PROJECT COORDINATOR: Catherine W. McCarty

CONTACT PERSON: Catherine W. McCarty

TELEPHONE: (414) 229-6239

MAILING ADDRESS:
U-S.T.E.P c/o Disabled Student Services
University of Wisconsin - Milwaukee
P.O. Box 413
Milwaukee, WI 53201

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To recruit, diagnose, assess and provide supportive services for university students with learning disabilities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implement project.
2. Develop relationships between project and other campus and community providers of services to students with learning disabilities.
3. Create advisory committee.
4. Provide academic and social services to students enrolled in project.
5. Provide summer high school to university transition program using cooperative learning structure.
6. Evaluate grant's success as defined by objectives.

PRIMARY GRANTEE. University/four year college.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Student handbook	7/88
Training manual	7/88
Videotape	3/89
Information sheet	Currently available
Advertisement for project	4/15/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 75.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 75.

Handicapping Condition	No. Served	Age Range
Mild learning disability	48	18 - 35
Moderate learning disability	25	18 - 35
Traumatic head injury	2	18 - 35

Related Service Components

Individuals receiving services (training) through project activities: 50 parents, 5 summer school teachers, 3 project staff, 50 postsecondary faculty/staff, 10 tutors and 100 high school students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in educational program, student/client follow-up status, motivation level for college, goals for college, strengths, weaknesses, types of services received prior to entry into project, satisfaction with program services, suggestions for improvements.

On Postsecondary Education:

Postsecondary education/training demographics, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis, goal based and professional review.

Personnel Involved in Evaluation Activities. Project coordinator, project staff and advisory board.

Type of Evaluation Reporting and Audience. Formal evaluation report and brochure/pamphlet for OSERS, Transition Institute and advisory board.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R and Stanford Achievement Test Series-College Level
Personality: Thematic Apperception Test, Clinical Interview and Coopersmith Self-Esteem Inventory
Academic Achievement: Wide Range Achievement Test - Adult and Woodcock-Johnson Psychoeducational Battery
Other: Learning Style Inventory

Type and name of locally/project developed instruments.

Interview: Student intake interview
Survey: Student exit survey
Other: Student contact sheet and tutor contact sheet

PROJECT TITLE: Project HAPPEN

PROJECT DIRECTOR: Connie Dalke

CONTACT PERSON: Connie Dalke

TELEPHONE: (414) 472-5239

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

INSTITUTE #: 169

COMPETITION #: 84.078C

MAILING ADDRESS:
University of Wisconsin - Whitewater
Roseman 2019
Whitewater, WI 53190

GEOGRAPHIC AREA SERVED: Suburb of a metropolitan area.

PROJECT PURPOSE. To facilitate effective transitioning from secondary to postsecondary environments (job or school) by promoting a shared networking and responsibility of all individuals and/or services involved in the transition process; to increase the likelihood that students with learning disabilities will complete high school and make an effective transition into a postseocndary educational or vocational environment; and to disseminate the model to secondary and/or postsecondary service providers interested in replicating the transition model in their settings.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Identify project participants.
2. Conduct, plan, and evaluate parent, student, and educator workshop.
3. Conduct surveys regarding self-perceived transition needs of parents, students, and teachers.
4. Disseminate position paper as a result of number 3.
5. Plan, conduct, and evaluate transition program for students during summer.
6. Compile first draft of Wisconsin Postsecondary Resource Directory.
7. Disseminate overview of model to public and professional audiences.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school.

PROJECT PRODUCTS

Product	Date Available
Brochure	5/1/88
Journal articles	Currently available
Replication manual	9/1/90
Wisconsin Resource Guide	9/1/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 160.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60.

Handicapping Condition	No. Served	Age Range
Mild learning disability	40	15 - 19
Moderate learning disability	20	15 - 19

Related Service Components

Individuals receiving services (training) through project activities: 60 parents, 30 agency personnel, 4 - 10 teachers, 3 - 5 undergraduate/graduate students on staff parttime and workshop/conference attendees.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, data regarding self-perceptions of roles in transition activities; identification of transition needs as perceived by high school students with learning disabilities, their teachers, their parents.

On Employers:

Employer collaboration level.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project.

Evaluation Approach(es). Systems analysis, goal based, goal free and professional review.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report, brochure/pamphlet and position papers for consumers, OSERS, Transition Institute, advisory board, school districts, parent group and advocacy groups.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WISC-R or WAIS-R
Vocational Skills: Currently selecting
Career Interest: Strong-Campbell Interest Inventory
Personality: Piers-Harris Self-Concept Scale and Nowicki-Strickland Locus of Control
Academic Achievement: Woodcock-Johnson Psychoeducational Battery

Type and name of locally/project developed instruments.

Interview: Interviews with students, parents and teachers
Survey: Parent, student, and teacher self-perceived needs assessment survey
Other: Referral forms, contact logs, and IEP plans

PROJECT TITLE: Computer Assistance Model for Learning Disabled

INSTITUTE #: 121

PROJECT DIRECTOR: Chris Primus

COMPETITION #: 84.078C

CONTACT PERSON: Chris Primus

TELEPHONE: (307) 766-6189

MAILING ADDRESS:
University of Wyoming
Division of SEO
Box 3808 University Station
Laramie, WY 82071

PROJECT START DATE: 7/1/86
PROJECT END DATE: 6/30/89

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To enhance the academic success and retention of learning disabled college students and the potential for successful transition to employment through the use of microcomputers and user-friendly software.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Select and train eligible students in the use of software for college writing assignments.
2. Validate software evaluation instrument through student survey.
3. Develop computer orientation manual.
4. Publish software evaluation results and instrument.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, community/junior college, profit-making agency, state vocational rehabilitation, Association for Learning Disabilities and university departments.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	7/88
Project developed instruments	Currently available
Fact sheet	Currently available
Software descriptions	Currently available
Software evaluation instrument	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 250.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120.

Handicapping Condition	No. Served	Age Range
Mild learning disability	70	18 - 40
Moderate learning disability	30	18 - 40
Severe learning disability	20	18 - 40

Related Service Components

Individuals receiving services (training) through project activities: 10 peer tutors, 2 project staff, 30 postsecondary faculty and 15 undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status.

On Postsecondary Education:

Level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Goal based.

Personnel Involved in Evaluation Activities. Project director and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report, executive summary and brochure/pamphlet for consumers, OSERS, Transition Institute, state vocational rehabilitation, AHSSPPE, ACLD and other agencies.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R and Wechsler Memory Scales
Career Interest: Discover, Wyoming Career Information System
Academic Achievement: Woodcock-Johnson Psychoeducational Battery and Wide Range Achievement Test
Other: Learning Style Preference Checklist

Type and name of locally/project developed instruments.

Interview: Intake interview checklist
Survey: Needs assessment survey and Study skills checklist
Other: Project application form

SUMMARY OF 84.078C EXPIRED PROJECT PROFILES

PROJECT PURPOSE

Federal funding for four postsecondary projects expired in Summer/Fall 1986. Nine additional projects epxired one year later. The overall purpose of these projects was to develop a service delivery model that would increase the opportunities for students with learning disabilities in postsecondary education and employment. The majority of these projects established a linkage model and either established or expanded support services. The majority also provided services directly to students with learning disabilities.

FOCUS OF CONTINUATION ACTIVITIES

Seven of the 13 expired projects reported on their continuation activities. Three projects are focusing on the provision of support service activities. One project indicated the continuation of major program components through an agency other than the primary grantee.

PROJECT COMPONENTS BEING CONTINUED

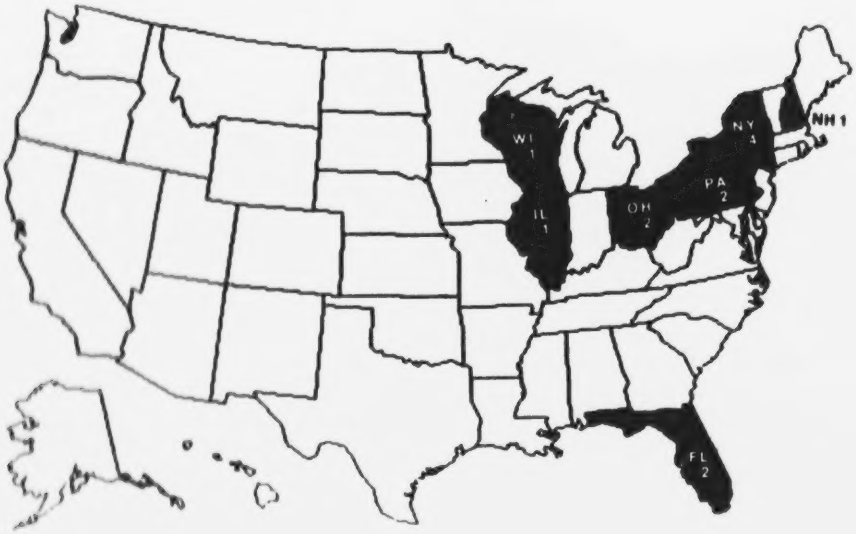
All seven projects reported training/education as a primary component being continued. Intake/eligibility determination, assessment, dissemination, and agency coordination were each reported by five projects as components being continued. Counseling was a program component being continued by four projects. Program components being continued by at least two projects included: referral, placement, followup, program refinement and summer programs.

PROJECT PRODUCTS

Seven projects reported on the type of products developed during the project's funding period. Five projects indicated the development of a project brochure and four projects have developed instruments. Replication manuals and handbooks for parents, students and faculty/staff have been developed by individual projects. Two projects have generated articles and two projects have developed videotapes.

LOCATION OF 84.078C EXPIRED PROJECTS

The map below depicts the location of the expired projects funded under this competition.


WI 1
IL 1
OH 2
NY 4
NH 1
PA 2
FL 2

PROJECT TITLE: Demonstration Project for Learning Disabled Students

INSTITUTE #: 122

CONTACT PERSON: Doris Rader

COMPETITION #: 84.078C

TELEPHONE: (305) 632-1111, ext. 3606

MAILING ADDRESS:
Brevard Community College
1519 Clearlake Road
Cocoa, FL 32922

DATE FEDERAL FUNDING EXPIRED: 8/14/87

PROJECT PURPOSE. The purpose of this federally funded project was: to provide additional support services for Learning Disabled students at Brevard Community College. These services are to supplement the program already in existence. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Provide support services for learning disabled students at Brevard Community College.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake/eligibility determination, Assessment, Referral, Placement, Training, Education, Counseling, Dissemination, Replication, Program refinement/revision and Agency coordination/Doris Rader, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922, (305) 632-1111.

PROJECT PRODUCTS

Product Type/Title

Brochure//Brevard Community College Support Services for College Students with Learning Disabilities: One copy available free from Disabled Student Services, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922.

Student handbook//BCC LD Student Handbook - LD is No Excuse to Waste a Mind: One copy available free from Disabled Student Services, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922.

Project developed instruments//Learning Modules for Educational Support: One free copy available from Disabled Student Services, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922.

Faculty & staff handbook//BCC Faculty/Staff Handbook on LD: One copy available free from Disabled Student Services, Brevard Community College, 1519 Clearlake Road, Cocoa, FL 32922.

PROJECT TITLE: Demonstration Project for LD

CONTACT PERSON: Paul Edwards

TELEPHONE: (305) 347-1272, 347-1146

DATE FEDERAL FUNDING EXPIRED: 9/30/87

INSTITUTE #: 114

COMPETITION #: 84.078C

MAILING ADDRESS:
Miami-Dade Community College - North
Room 6112
11380 N.W. 27th Avenue
Miami, FL 33167

PROJECT PURPOSE. The purpose of this federally funded project was: to maximize utilization of existing resources to provide a continuum of services to LD adults thereby improving employability skills and closing the gaps in service which currently exist. Specific focus is given to establishing linkages for LD students and adults in the community. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continue vocational and career interest testing through project developed course, Psychology of Career Adjustment, which has a special section for students with learning disabilities.
2. Negotiate arrangements with local education agency and PIC for development and implementation of a two track summer program for graduating high school seniors with learning disabilities.
3. Continue development of curricula for students with learning disabilities.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Assessment, Education, Program refinement/revision, Dissemination and Agency coordination/Paul Edwards, Miami-Dade Community College - North, Room 6112, 11380 N.W. 27th Avenue, Miami, FL 33167, (305) 347-1272.

PROJECT PRODUCTS

Product Type/Title

Videotape//Options for Persons with Learning Disabilities: Product information available from Paul Edwards, Miami-Dade Community College - North, Room 6112, 11380 N.W. 27th Avenue, Miami, FL 33167, (305) 347-1272.

Project developed instrument//Rossman-Perez Learning Inventory: Product information available from Paul Edwards, Miami-Dade Community College - North, Room 6112, 11380 N.W. 27th Avenue, Miami, FL 33167, (305) 347-1272.

Curricula//Adaptive Study Skills Curriculum and Optimal Self Development Curriculum: Product information available from Paul Edwards, Miami-Dade Community College - North, Room 6112, 11380 N.W. 27th Avenue, Miami, FL 33167, (305) 347-1272.

PROJECT TITLE: Project ACCESS

CONTACT PERSON: Patricia B. Gallen

TELEPHONE: (603) 352-1909, ext. 556

DATE FEDERAL FUNDING EXPIRED: 6/30/87

INSTITUTE #: 123

COMPETITION #: 84.078C

MAILING ADDRESS:
Keene State College
Elliot Hall
Keene, NH 03431

PROJECT PURPOSE. The purpose of this federally funded project was: to serve adults with learning disabilities through a college-based regional program in order to enhance their access to and likelihood of success in postsecondary education. The project is made up of various components - assessment and diagnostic services; support services (advocacy, counseling, tutoring); dissemination of Project for replication purposes; and, training of faculty, secondary professionals, community agency and social services personnel. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Integrating services into college support services.
2. Evaluating mentoring project.
3. Continue inservice training for faculty and service providers.
4. New England network of LD support groups.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Academic advising & educational planning, Instruction and mentoring, Enroll in LINK (summer prep program), Inservice training, Data base, and National presentations/Pat Gallen, Keene State College, Elliot Hall, Keene, NH, 03431, (603) 352-1909.

PROJECT PRODUCTS

Product Type/Title

Project developed instruments//Intake interview: Available from project.

Videotape//I'm Not Stupid!: Available @$22.00 from ACLD.

PROJECT TITLE: Project MATCH (Metropolitan Area Transition Clearinghouse)

INSTITUTE #: 101

CONTACT PERSON: Bob Nathanson

COMPETITION #: 84.078C

TELEPHONE: (718) 403-1044

DATE FEDERAL FUNDING EXPIRED: 8/31/87

MAILING ADDRESS:
Long Island University - Brooklyn Campus
University Plaza
Brooklyn, NY 11202

PROJECT PURPOSE. The purpose of this federally funded project was: to design, demonstrate, and disseminate a model employment linkage program that will provide more effective transition and job linkage services to 2 and 4 year college graduates who have physical, emotional, and learning disabilities. The primary handicapping condition(s) of the students/clients served by this project included: learning disability, emotional disorder and physical handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Provide job placement services to college graduates with disabilities, who are New York City residents, thru use of computer-based clearinghouse mechanism.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake/eligibility determination, Assessment, Referral, Placement, Followup, Counseling, Dissemination and Agency coordination/Larry Trachtenberg, Long Island University - Brooklyn Campus, University Plaza, Brooklyn, NY 11201, (718) 403-1044.

PROJECT PRODUCTS

Product Type/Title

Brochure: Available free from project.

Project developed instruments: Available free from project.

Journal article/monograph//Matching disabled college graduates with employers in Reflections on Transition: Available @$18.75 from Center for Advanced Study in Education, CUNY Graduate Center, 33 West 42nd, 620NC, New York, NY 10036.

PROJECT TITLE: Postsecondary Education Program for the Handicapped: A Model Program to Provide Expanded Support Services to 150 Learning Disabled Students

CONTACT PERSON: Monica Roth

TELEPHONE: (516) 632-6748

DATE FEDERAL FUNDING EXPIRED: 8/31/87

INSTITUTE #: 125

COMPETITION #: 84.078C

MAILING ADDRESS:
SUNY at Stony Brook
133 Humanities Building
Stony Brook, NY 11794-5328

PROJECT PURPOSE. The purpose of this federally funded project was: to assist learning disabled students in achieving their full academic potential, to provide a supportive environment for their social, emotional, and intellectual development and to improve their opportunities for successful careers following completion of their studies, as well as serving as a model program for other institutions of higher learning. The primary handicapping condition(s) of the students/clients served by this project included: learning disability

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Eligibility determination, Assessment, Referral, Training and Counseling/Monica Roth, Office of the Disabled, 133 Humanities, SUNY at Stony Brook, Stony Brook, NY 11794-5328, (516) 632-6748.

PROJECT PRODUCTS

Product Type/Title

Brochure//The Resource Center for Learning Disabilities.
Newsletter//The Up-To-Dater.

PROJECT TITLE: Vanguard School Transitional Program

INSTITUTE #: 106

CONTACT PERSON: Jacque Murray

COMPETITION #: 84.078C

TELEPHONE: (215) 296-6753

MAILING ADDRESS:
P.O. Box 730
North Valley Road
Paoli, PA 19010

DATE FEDERAL FUNDING EXPIRED: 6/86

PROJECT PURPOSE. The purpose of this federally funded project was: to ease the transition of handicapped students into work and/or postsecondary academic or vocational programs. Supportive individualized program for students to develop interpersonal and adult life skills needed to sustain employment.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Basic skills training.
2. Counseling.
3. Work experience.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Education, Counseling, Intake/eligibility determination, and Work experience Program/Jacque Murray, Vanguard School, P.O. Box 730, North Valley Road, Paoli, PA 19010, (215) 296-6753.
2. Agency coordination/Mike Wakefield, Office of Vocational Rehabilitation, 1062 Lancaster Avenue, Rosemont, PA 19010, (215) 525-1810.

PROJECT PRODUCTS

Product Type/Title

Brochure//Vanguard School: Free from project.

PROJECT TITLE: Project ASSIST

INSTITUTE #: 105

CONTACT PERSON: Connie Dalke

COMPETITION #: 84.078C

TELEPHONE: (414) 472-4788

MAILING ADDRESS:
University of Wisconsin - Whitewater
Roseman 2019
Whitewater, WI 53190

DATE FEDERAL FUNDING EXPIRED: 9/14/87

PROJECT PURPOSE. The purpose of this federally funded project was: to increase the likelihood that LD students will complete their college degree and become gainfully employed. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continuation of project.
2. Refinement of services.
3. Continue with followup study.
4. Continue researching effective learning strategies.
5. Continue collecting data on college students with learning disabilities.
6. Begin to establish "pen pal" network - college students with LD - writing to and acting as role models for younger students with LD.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake/eligibility determination, Assessment, Summer high school to college transition program, One-to-one services, Study groups, Test accomodations, Student support group, Networking with Counseling Center and Career Planning & Placement Center, Followup studies, Teacher training site research, Dissemination, Program refinement/revision and Continued program evaluation/Connie Dalke, University of Wisconsin-Whitewater, Roseman 2019, Whitewater, WI 53190, (414) 472-4788.

PROJECT PRODUCTS

Product Type/Title

Brochure//Project ASSIST.

Parent & student handbook//Choosing a College: Product information available from project.

Replication manual//Project ASSIST Program Guide: Product information available from project.

Journal article//Woodcock-Johnson profiles of learning disabled as compared to non-learning disabled college freshman by Connie Dalke, Journal of Learning Disabilities (in press).

Journal article//Project ASSIST high school to college transition program: Meeting the needs of college-bound students with learning disabilities by C. Dalke & S. Schmitt (1987), Journal of Learning Disabilities, 20, (3), 176-180.

PROJECT TITLE: Helping Hand Rehabilitation Center

CONTACT PERSON: Fred Peters

TELEPHONE: (312) 352-3580

DATE FEDERAL FUNDING EXPIRED: 7/86

INSTITUTE #: 113

COMPETITION #: 84.078C

MAILING ADDRESS:
Helping Hand Rehabilitation Center
9649 W. 55th Street
Countryside, IL 60525

PROJECT PURPOSE. The purpose of this federally funded project was: to place individuals in an actual job earning competitive non-subsidized wages and benefits and working along side non-handicapped co-workers, e.g., supported work model using a job coach on site.

* * *

PROJECT TITLE: Learning How to Learn: Model High School/College Linkage to Expand Higher Education Opportunities for LD students

CONTACT PERSON: Pearl Seidenberg

TELEPHONE: (516) 299-2132

DATE FEDERAL FUNDING EXPIRED: 8/31/87

INSTITUTE #: 110

COMPETITION #: 84.078C

MAILING ADDRESS:
C.W. Post Campus
Long Island University
School of Education
Greenvale, NY 11548

PROJECT PURPOSE. The purpose of this federally funded project was: to develop, demonstrate, and disseminate a model, transitional postsecondary preparation program which will expand opportunities in higher education for learning disabled students. Provision of appropriate preparation for transition and promotion of postsecondary education as a viable option for LD students. Implementation of linkage between the university and local school districts in order to provide support to students before and after making a transition to college.

PROJECT TITLE: The Center

CONTACT PERSON: Alan Gartner

TELEPHONE: (212) 790-4239

DATE FEDERAL FUNDING EXPIRED: 8/1/86

INSTITUTE #: 109

COMPETITION #: 84.078C

MAILING ADDRESS:
Graduate Center, CUNY
33 West 42 Street
New York, NY 10036

PROJECT PURPOSE. The purpose of this federally funded project was: to create a center where, on a continuing basis, young people, postsecondary institutions schools, training agencies, and employers can link up. To make available career and educational information, e.g., permanent college night.

****

PROJECT TITLE: Using Job Clubs to Assist in the Transition to Work of Postsecondary Learning Disabled Students

CONTACT PERSON: James P. Long

TELEPHONE: (614) 486-3655, ext. 476

DATE FEDERAL FUNDING EXPIRED: 9/30/87

INSTITUTE #: 128

COMPETITION #: 84.078C

MAILING ADDRESS:
The National Center for Research in Vocational Education
1960 Kenney Road
Columbus, OH 43210

PROJECT PURPOSE. The purpose of this federally funded project was: to provide peer support for LD job seekers; teach participants job-seeking skills; and reinforce the concept that job seeking is the worker's responsibility. The project will assess how well the job club concept helps LD college students gain or improve their job-seeking skills. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

PROJECT TITLE: Using Job Clubs to Assist in the Transition to Work of Postsecondary Handicapped Students

INSTITUTE #: 107

COMPETITION #: 84.078C

CONTACT PERSON: James Long

TELEPHONE: (614) 486-3655

DATE FEDERAL FUNDING EXPIRED: 10/1/86

MAILING ADDRESS:
Ohio State University Research Foundation
National Center for Research in Vocational Education
1960 Kenney Road
Columbus, OH 43210

PROJECT PURPOSE. The purpose of this federally funded project was: to provide peer support for job seekers; teach participants job seeking skills; and reinforce the concept that job seeking is a full-time job and the worker's responsibility. To establish, operate, and evaluate three separate examples of a model handicapped postsecondary student job club to foster/promote transition. Disseminate information for replication.

****

PROJECT TITLE: World of Work and Social Skills

INSTITUTE #: 119

CONTACT PERSON: Jay Segal

COMPETITION #: 84.078C

TELEPHONE: (215) 751-8289

DATE FEDERAL FUNDING EXPIRED: 8/31/87

MAILING ADDRESS:
Community College of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130

PROJECT PURPOSE. The purpose of this federally funded project was: to help LD college students assess vocational interests and aptitudes, develop a plan to achieve career goals, and develop social skills in order to enhance transition success on the job and in life situations. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

COMPETITION PROFILE: CFDA 84.086M

INNOVATIVE PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN: TRANSITION SKILLS DEVELOPMENT FOR SEVERELY HANDICAPPED (INCLUDING DEAF-BLIND) YOUTH

INITIAL COMPETITION: 3/21/86

PURPOSE OF COMPETITION

The purpose of this competition was to provide support to projects which design, implement, and disseminate information about innovative practices which facilitate the transition of a small number of youth with severe handicaps from education to employment and other service options, in preparation for their integration into regular community environments as adults. Emphasis was to be placed on the development of job-related skills, peer interactions, orientation and mobilty, personal grooming, independent living skills and the development of a positive self-concept. Procedures for initiating and maintaining on an on-going basis, coordination and cooperation with State educational and rehabilitative agencies were to be included. Project activities were to focus upon the development of skills identified as those most needed by project participants in order to facilitate their effective transition.

AUTHORITY

Authority for this program is contained in Section 624 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Public or private, profit or non-profit organizations and institutions were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,965,000 was expected to be available for support of up to 25 projects.

NUMBER OF GRANTS AWARDED

Eleven grants were awarded under this competition.

DURATION

Project support was available for up to three years under this competition subject to an annual review of progress and availability of funds. One project expired in 1987. The remaining projects will expire in 1989.

SUMMARY OF 84.086M PROJECT PROFILES

PRIMARY GRANTEE

Four grants were awarded to public secondary schools/local education agencies. Three universities and two private nonprofit agencies received grant awards. State agencies receiving funds under this competition include a state education agency and a state MR/DD agency.

PROJECT PARTICIPANTS

The target population, youth with severe handicaps (including deaf-blind), was specified in this competition. With 10 projects reporting, direct services are being provided to an estimated 738 youth with severe handicapping conditions. Total impact on youth is estimated at 1181. The age range reported by the projects was from 13 to 25 years. Of those projects reporting direct services, mental retardation, developmental disabilities and autism comprised 58% of the handicapping conditions, chronic mental illness was the handicapping condition for 17% of the project participants, and 12% of the youth served have multiple handicaps.

Related service components were reported by all the current projects. All projects indicated services being provided to teachers. Parents receiving services were indicated by eight projects; agency personnel were reported by seven projects, and four projects are providing related services to business/industry personnel. The estimated totals being served are as follows: 446 parents, 238 agency personnel, 159 teachers, and 70 business/industry personnel.

COOPERATING AGENCIES & ORGANIZATIONS

Cooperation with outside agencies was reported by eight projects. Seventy-five percent (75%) of the reporting projects are collaborating with a state vocational rehabilitation agency. Three projects reported collaboration with a local JTPA service delivery area agent.

PRODUCTS

Nine projects reported on product development. Seven projects are developing articles, and five projects indicated development of brochures. Newsletters and training manuals were reported by five projects each. Four projects are developing replication manuals. Slide presentations, curricula and parent handbooks were reported by three projects each.

PROJECT EVALUATION PLAN

Eight projects reported the use of a systems analysis evaluation approach. Five projects indicated a goal based approach, four of which reported use of this approach in conjunction with systems analysis. Three projects are conducting case studies, and four projects reported the use of professional review as an evaluation approach.

Ten projects reported the collection of evaluation information on student/client with all projects compiling data on student/client progress in training programs. In addition to student/client demographics, the majority of these projects (80%) are collecting evaluation information on assessment results, student/client progress in education programs, student/client integration into the environment and student/client followup status. Employer information is being collected by seven projects, all of which are compiling data on employer demographics, level of direct service provided to employer, and employer satisfaction with student/client, project activities, etc.. Six projects reported data collection on employer collaboration level and employer outcome status. Three projects are collecting evaluation information on postsecondary education/ training, primarily demographic information, level of satisfaction, and postsecondary education/training outcomes.

Nine projects indicated the type of instrumentation used in project evaluation. Information on students/clients is being collected primarily through the use of project developed instruments. Four projects reported on the use of commerically available instruments to assess specific competencies.

PROJECT OBJECTIVES

Project objectives were reported by nine projects under this competition. Eight projects each reported having the following specific objectives: student assessment, placement of students into supported work, nonvocational training of students, development and implementation of a service delivery model, development and dissemination of products, dissemination of information through conferences, presentations, articles, etc., and development of interagency agreements.

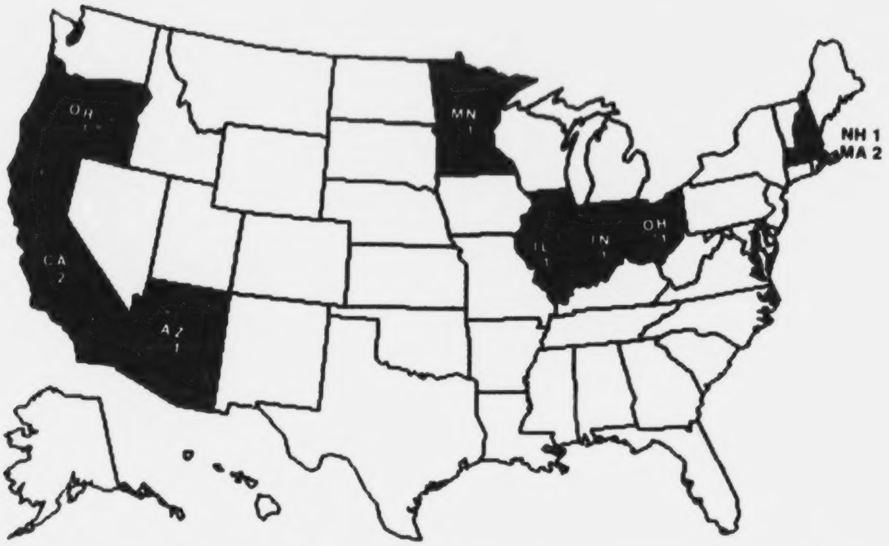
Seven projects reported the development of instruments as an objective, with four of the projects indicating this objective was added to their program. Other objectives reported by at least seven projects each included: vocational training of students, training of students after job placement, curriculum development, provision of technical assistance, conducting workshops, conferences, inservices, etc., and training employment related staff.

GEOGRAPHIC AREA SERVED

Of the 10 current projects three reported statewide services, and four projects reported serving major metropolitan areas. One project serves a portion of a county, and one project is countywide. The provision of service to more than one county within the state was reported by one project.

LOCATION OF 84.086M PROJECTS

Eleven projects have been funded under this competition, with 10 currently funded. The map below depicts the location of both the expired and current projects funded under this competition.


OR
1
MN
1
NH 1
MA 2
CA
2
IL
1
IN
1
OH
1
AZ
1

PROJECT TITLE: Project Origins

PROJECT DIRECTOR: James Gittings

PROJECT COORDINATORS: Christian E. Downum and Michael K. Faught

CONTACT PERSON: James Gittings

TELEPHONE: (602) 621-7823, 621-6274 (Lab)

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/31/89

INSTITUTE #: 147

COMPETITION #: 84.086M

MAILING ADDRESS:
College of Education
Division of Special Education & Rehabilitation
University of Arizona
Tucson, AZ 85721

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To develop innovative approaches to vocational skills training and social integration for youth with handicapping conditions through a joint effort by the Division of Special Education and the Arizona State Museum at the University of Arizona, Southern Arizona Pilot Parents Association, and a number of local schools. Toward this end the project seeks to develop the field of archaeology as a matrix for skills training, social integration, and longer-term employment possibilities.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Continue effecting a knowledge exchange program between project staff from archaeology and special education that will result in the complementary skills necessary to prepare the severely handicapped for employment.
2. Continue development and implementation of a comprehensive vocational skills training system for teaching archaeological procedures to severely handicapped youth.
3. Continue provision of on-the-job training for the 20 participants in the integrated setting.
4. Provide a system of parent instruction and participation in training activities.
5. Assess the levels of proficiency that can be achieved by project participants on the various archaeological tasks.
6. Continue to develop opportunities for social interaction in the normal work environment.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. State division of developmental disabilities, public secondary school and Pilot Parents of Southern Arizona.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	8/88
Slide presentation	Currently available
Journal articles	Currently available
Replication manual	8/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 25.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 22.

Handicapping Condition	No. Served	Age Range
Severe autism	2	16 - 19
Moderate developmental disability	7	13 - 21
Severe developmental disability	11	13 - 21
Profound developmental disability	1	13 - 21
Severe deaf/blind	1	13 - 21

Related Service Components

Individuals receiving services (training) through project activities: 15 parents, 10 teachers and 7 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, student/client progress in training program, student/client integration into environment.

On Employers:

Employer collaboration level, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es). Systems analysis, goal based, decision making and professional review.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff and advisory board.

Type of Evaluation Reporting and Audience. Formal evaluation report and brochure/pamphlet for OSERS, advisory board, project participants and parents.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Observation Form: Laboratory observation notebooks

Rating Scale: Checklists and rating scales on the instructional competence of project staff and department

Other: Assessment of current functional levels and progress for each specific task; and measures of satisfaction with respect to job performance and program components

PROJECT TITLE: Transition Skills Development

PROJECT DIRECTOR: Don Tarr

PROJECT COORDINATOR: Glen Maxion

CONTACT PERSON: Glen Maxion

TELEPHONE: (619) 442-0693

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

INSTITUTE #: 140

COMPETITION #: 84.086M

MAILING ADDRESS:
Grossmont Union High School District
Special Education Career Center
230 Jamacha Road
El Cajon, CA 92019

GEOGRAPHIC AREA SERVED: Part of a county.

PROJECT PURPOSE. To employ 30% of graduates each year; organize adult program service providers to follow through on individual student plans; and increase community involvement in instruction.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Job placement and training of graduating students in community integrated work stations.
2. Development/review, and implementation of vocational plans on all students 18 - 22.
3. Development/review, and implementation of transition plans on all students 18 - 22.
4. Implementation of community instructional activities schedule.
5. Inservice training to teachers, parents, and cooperating agencies.
6. Evaluation of transition procedures and timelines.

PRIMARY GRANTEE. Public secondary school.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. University/four year college, profit-making agency, state vocational rehabilitation, regional center, private non-profit agency and Association for Retarded Citizens.

PROJECT PRODUCTS

Product	Date Available
Newsletter	Currently available
Parent handbook	Currently available
Project developed instruments	Currently available
Slide presentation	6/88
Vocational handbook	Currently available

PROJECT PARTICIPANTS

Related Service Components

Individuals receiving services (training) through project activities: 100 parents, 20 agency personnel, 25 teachers and 5 project staff.

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 280.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 280.

Handicapping Condition	No. Served	Age Range
Mild autism	3	15 - 22
Moderate autism	8	15 - 22
Severe autism	5	15 - 22
Profound autism	7	15 - 22
Mild cerebral palsy	1	15 - 22
Moderate cerebral palsy	3	15 - 22
Severe cerebral palsy	1	15 - 22
Profound cerebral palsy	15	15 - 22
Moderate communication disorder	1	21
Mild emotional disorder	3	16 - 20
Moderate emotional disorder	1	16 - 20
Moderate epilepsy	1	15
Moderate hearing impairment	1	15 - 22
Profound hearing impairment	5	15 - 22
Mild mental retardation	3	14 - 22
Moderate mental retardation	72	14 - 22
Severe mental retardation	28	14 - 22
Profound mental retardation	38	14 - 22
Mild physical handicap	1	18 - 19
Moderate physical handicap	2	18 - 19
Mild visual impairment	1	15 - 22
Moderate visual impairment	2	15 - 22
Profound visual impairment	5	15 - 22

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and goal based.

Personnel Involved in Evaluation Activities. Project director, project coordinator and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute, regional center, Association for Retarded Citizens, local school board and special education regional office.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Rating Scale: Vocational rating scale
Interview: Parent interview
Other: Student collateral packet (work history, mobility training report and profile for student integration)

PROJECT TITLE: Transition Skills Development for Severely Handicapped	**INSTITUTE #**: 146
PROJECT DIRECTOR: Dan Hulbert	**COMPETITION #**: 84.086M
PROJECT COORDINATOR: Bonnie Bolton	**MAILING ADDRESS**: Whittier Union High School District Career Assessment and Placement Center 9401 S. Painter Avenue Whittier, CA 90605
CONTACT PERSON: Dan Hulbert	
TELEPHONE: (213) 698-8121	
PROJECT START DATE: 10/1/86 **PROJECT END DATE**: 9/30/89	**GEOGRAPHIC AREA SERVED**: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To design, implement, evaluate and disseminate innovative methods for the provision of transition skills training to adolescents and young adults with severe handicaps.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Development and implementation of the Transitional Instructional Model for project participants.
2. Refine and replicate model.

PRIMARY GRANTEE. Public secondary school.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Local education agency, profit-making agency, state vocational rehabilitation and state developmental disabilities.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Videotape	Currently available
Replication manual	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60 - 80.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 24.

Handicapping Condition	No. Served	Age Range
Moderate multiple handicap	4	15 - 22
Severe multiple handicap	14	15 - 22
Profound multiple handicap	6	15 - 22

Related Service Components

Individuals receiving services (training) through project activities: 20 - 40 parents, 10 teachers and 5 school administrators.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es). Goal free and professional review.

Personnel Involved in Evaluation Activities. Project director and project coordinator.

Type of Evaluation Reporting and Audience. Annual report for consumers, OSERS, advisory board, state vocational rehabilitation and state developmental disabilities.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Survey: Ecological inventories, Student repertoire inventory, Parent surveys and School personnel surveys

PROJECT TITLE: Supported Competitive Employment for Mentally Ill Youth

PROJECT DIRECTOR: Judith A. Cook

CONTACT PERSON: Judith A. Cook

TELEPHONE: (312) 880-2471

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

INSTITUTE #: 149

COMPETITION #: 84.086M

MAILING ADDRESS:
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To provide supported employment services to severely mentally ill youth, enabling them to seek and maintain jobs in integrated work settings while avoiding psychiatric rehospitalization.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Provision of mobile job support services, including job development, job-client matching, workplace support and client advocacy for severely mentally ill youth.
2. Inclusion of families in job retention activities, including informational interviews and development of a Family Handbook.
3. Implementation of Stress Management on the Job curriculum.
4. Creation and field-testing of Social Skills in the Workplace curriculum.
5. Dissemination of project goals and activities through project newsletters and position papers.

PRIMARY GRANTEE. Private non-profit agency.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent handbook	6/88
Training manual	3/90
Project developed instruments	3/90
Curricula	7/88
Journal articles	7/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 105.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 105.

Handicapping Condition	No. Served	Age Range
Severe chronic mental illness	105	16 - 21
Dropouts	20*	16 - 21
Economically disadvantaged	30*	16 - 21
Minority youth	40*	16 - 21
Substance abuse	40*	16 - 21

Related Service Components

Individuals receiving services (training) through project activities: 40 parents, 20 agency personnel, 35 business/industry personnel, 6 teachers and 7 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics.

Evaluation Approach(es). Systems analysis, goal based and case study.

Personnel Involved in Evaluation Activities. Project director, project staff, project evaluator and project teachers.

Type of Evaluation Reporting and Audience. Formal evaluation report, newsletter, conference reports, and publications for consumers, OSERS, Transition Institute, advisory board, state department of education, state department of mental health, state vocational rehabilitation, Chicago board of education, local education agencies, mental health agencies, advocacy groups, employers and other rehabilitation agencies.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Social Skills: Leisure Time Activities Scale
Daily Living Skills: Coping Mastery Scale
Personality: Rosenberg Self-Esteem Scale, Stigma Scale, and Depression and Anxiety Scales (Zung)
Academic Achievement: Test of Adult Basic Education
Other: Brief Psychiatric Rating Scale, Global Assessment Scale and Work Satisfaction Scale

Type and name of locally/project developed instruments.

Observation Form: Work reporting form
Other: Employer contact log, Individualized transition plan, Client support log and Rehospitalization report form

PROJECT TITLE: Model Program of Transition Activities for Severely Handicapped Students

INSTITUTE #: 145

PROJECT DIRECTOR: Jerry Keener

COMPETITION #: 84.086M

PROJECT COORDINATOR: Jim Panzer

CONTACT PERSON: Jim Panzer

TELEPHONE: (812) 335-6508

MAILING ADDRESS:
Developmental Training Center
2853 E. 10th Street
Bloomington, IN 47405

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/31/89

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To demonstrate that the long-term residential, post-school residential and vocational environments for most severely handicapped students can be predicted. This knowledge coupled with extensive and intensive programming for these learners can facilitate the transition and maintenance of these individuals into community-based programs and alternatives.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Local development of adult service opportunities.
2. Continue ecological assessments.
3. Curriculum development/modification.
4. Continue residential and social/interpersonal training.
5. Continue employment training.

PRIMARY GRANTEE. Local education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. State vocational rehabilitation, state education agency and Association for Retarded Citizens.

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60.

Handicapping Condition	No. Served	Age Range
Severe mental retardation	*	12 - 21
Profound mental retardation	*	12 - 21
Autism	*	12 - 21
Multiple handicap	*	12 - 21

(* no number indicated).

Related Service Components

Individuals receiving services (training) through project activities: Teachers and community agency staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Student/client progress in training program, student/client progress in educational program.

Evaluation Approach(es). Systems analysis and decision making.

Personnel Involved in Evaluation Activities. Project director and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, state education agency, ERIC and professional organizations.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Other: Independent living training-evaluation program

NOTE: Project Profile generated by Technical Assistance Program staff from grant application.

PROJECT TITLE: Transitional Skills Development

INSTITUTE #: 142

PROJECT DIRECTOR: Sandra Copman

COMPETITION #: 84.086M

CONTACT PERSON: Sandra Copman

TELEPHONE: (617) 357-6000, ext.570

MAILING ADDRESS:
ABCD, Inc.
178 Tremont Street, 7th Floor
Boston, MA 02111

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To facilitate a more effective transition from school to work or community living for 25+ multi-disabled youth from the City of Boston by developing, starting at age 14, individualized transitional plans for each client which will include plans for and implementation of: social development activities, counseling, job training, and job/other placement.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. General transitional skills activities including social, recreational, and career exploratory sessions/field trip outings.
2. Implementation of life skills planning workshops and independent living skills assessments and training.
3. Parent and family participation activities and training.
4. Employment-related transitional skills sessions and summer job training placements.
5. In-service training for staff, agency and employment sites' personnel.
6. Development of program brochures and newsletters.

PRIMARY GRANTEE. Private non-profit agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Local education agency, state vocational rehabilitation and independent living center.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Training manual	3/89
Slide presentation	Currently available
Video tape	Currently available
Journal articles	Currently available
Colloquium	Annual

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 50.

Handicapping Condition	No. Served	Age Range
Moderate multiple handicaps	20	14 - 23
Severe multiple handicaps	30	14 - 23
Economically disadvantaged	50*	14 - 23
Dropouts	2*	14 - 23
Minority youth	35*	14 - 23

(* indicates duplicate count).

Related Service Components

Individuals receiving services (training) through project activities: 100 parents, 25 agency personnel, 45 business/industry personnel, 10 teachers and 17 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, family relationships.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). System analysis, goal based, goal free and case study.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff and 3rd party evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute, local education agency and U. S. Department of Education.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Other: Locally developed observation forms, checklists, rating scales, interviews, and surveys

NOTE: Project Profile generated by Technical Assistance Program staff from 1986-87 Project Profile.

PROJECT TITLE: A Model Transition Skills Development Program for Severely Handicapped and Deaf-Blind Students in Residential and Day School Programs	**INSTITUTE #**: 141 **COMPETITION #**: 84.086M
PROJECT DIRECTOR: Norm Hursh **CONTACT PERSON**: Norm Hursh **TELEPHONE**: (617) 353-2725	**MAILING ADDRESS**: Boston University Sargent College Department of Rehabilitation Counseling University Road Boston, MA 02215
PROJECT START DATE: 7/1/86 **PROJECT END DATE**: 6/30/89	**GEOGRAPHIC AREA SERVED**: State.

PROJECT PURPOSE. To develop, implement and evaluate an effective transition program to increase the employability, independence and community integration of severely handicapped and deaf-blind students in a residential and day school program.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Review current year objectives.
2. Select students.
3. Define objectives.
4. Review curriculum changes.
5. Perform job forecast.
6. Identify new employment sites.
7. Develop training manuals.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Local education agency, JTPA service delivery area agent, residential education/rehabilitation facility, profit-making agency, research institute, state vocational rehabilitation agency, State Blind Services, State Bureau of Transition Planning, private non-profit agency, Private Industry Council, Boy Scouts and Rotary Clubs.

PROJECT PRODUCTS

Product	Date Available
Curricula	No date indicated
Journal articles	No date indicated
Training manual	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 30.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 30.

Handicapping Condition	No. Served	Age Range
Severe hearing impairment	20	14 - 22
Severe deaf-blind	10	14 - 22

Related Service Components

Individuals receiving services (training) through project activities: 16 parents, 13 agency personnel, 10 business/industry personnel, and 12 teachers.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

Evaluation Approach(es). Systems analysis.

Personnel Involved in Evaluation Activities. Project director and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for advisory board.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Special Aptitude: Crawford Small Parts Dexterity
Vocational Skills: Talent Assessment Program
Adaptive Behavior/Survival Skills: Street Survival Skills Questionnaire

Type and name of locally/project developed instruments.

Other: Individualized education plan, Skills demonstrated evaluation form, and survey forms for employers, parents and advisory board

NOTE: Project Profile generated by Technical Assistance Program staff from grant application and 1986-87 Project Profile.

PROJECT TITLE: Planning for the Transition from School to Work and Adult Life for Severely Handicapped Youth

INSTITUTE #: 144

COMPETITION #: 84.086M

PROJECT DIRECTOR: Gary Parsons

CONTACT PERSON: Sandra Thompson

TELEPHONE: (612) 633-8691

MAILING ADDRESS:
Lexington School
1130 W. County Road B
Roseville, MN 55113

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

GEOGRAPHIC AREA SERVED: Region within a state.

PROJECT PURPOSE. To design and implement individualized special education programs which assure that students who are moderately or severely mentally retarded and/or multiply handicapped achieve maximum independence and transition into their future environments.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Continue to focus on reviewing project progress and assisting in the development of cooperative interagency approaches to enhance transition planning.
2. Design system for planning and prioritizing student needs for instruction.
3. Develop range of instructional activities and program strategies to enhance student participation in employment and community living. This includes a 6 week live-in program on a college campus during the summer and employment near the students' homes which continues with the support of an adult service agency after graduation.
4. Implement transition planning guide for families, including list of community resources, and process for transition planning.
5. Report on results of followup study of 100 students who graduated from 1982 - 1986.

PRIMARY GRANTEE. Public secondary school.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. JTPA service delivery area agent, community workshop, state vocational rehabilitation and Association for Retarded Citizens.

PROJECT PRODUCTS

Product	Date Available
Newsletter	Currently available
Parent handbook	6/88
Journal articles	6/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 45.

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	30	16 - 21
Severe mental retardation	15	16 - 21

Related Service Components

Individuals receiving services (training) through project activities: 60 parents, 20 agency personnel, 50 teachers and 10 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status.

On Employers:

Employer characteristics/demographics, level of direct service provided to employer.

Evaluation Approach(es). Goal based, professional review and case study.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff, advisory board and 3rd party evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS and advisory board.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: Leiter Intelligence Scale
Language: Peabody Picture Vocabulary Test
Adaptive Behavior/Survival Skills: Vineland Adaptive Behavior Scales and Inventory for Client and Agency Programming

Type and name of locally/project developed instruments.

Observation Form: Vocational training plan and agreement, Work task analysis form and log sheets, and Daily living skills observation
Checklist: Self care checklist and Community mobility checklist
Rating Scale: Employer/community sponsor evaluation of students and program

PROJECT TITLE: New Hampshire Transition Initiative

CONTACT PERSON: Stephanie J. Powers

TELEPHONE: (603) 224-0068

SPECIAL NET USER ID: NH.SE (Att: Stephanie Powers)

DATE FEDERAL FUNDING EXPIRED: 3/31/88

INSTITUTE #: 150

COMPETITION #: 84.086M

MAILING ADDRESS:
NH Developmental Disabilities Council
9 South Spring Street
Suite 204
Concord, NH 03301

PROJECT PURPOSE. The purpose of this federally funded project was: to improve employment and training services provided for young people with severe disabilities. The priorities of the Initiative are designed to influence, not just the ways in which these young people move from educational services to the adult world, but also the ways in which secondary schools prepare these special education students for the transition from school to work.

PROJECT PRODUCTS

Product Type/Title

Newsletter//Fact sheets on transition for vocational educators and special educators: Available at no charge, contact Stephanie J. Powers, NH DD Council, 9 South Spring Street, Suite 204, Concord, NH 03301.

Training manual//How to manual about initiating transition planning at the local school level: Available at no charge, contact Stephanie J. Powers, NH DD Council, 9 South Spring Street, Suite 204, Concord, NH 03301.

Journal article/monograph//Transition concept paper, Executive summary, newspaper and journal article on parent involvement experiences: Available at no charge, contact Stephanie J. Powers, NH DD Council, 9 South Spring Street, Suite 204, Concord, NH 03301.

Other products//Report on transition planning teacher competencies for secondary teachers; Inservice training materials; Resource listing of reference materials: Available at no charge, contact Stephanie J. Powers, NH DD Council, 9 South Spring Street, Suite 204, Concord, NH 03301.

PROJECT TITLE: Integrated Community Employment Options

PROJECT DIRECTOR: Betty Macintosh

PROJECT COORDINATOR: Cynthie Johnson

CONTACT PERSON: P. Nemeth Wright

TELEPHONE: (614) 466-6051

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

INSTITUTE #: 148

COMPETITION #: 84.086M

MAILING ADDRESS:
Ohio Department of MR/DD
30 E. Broad Street, Room 1275
Columbus, OH 43215

GEOGRAPHIC AREA SERVED: County.

PROJECT PURPOSE. To successfully place students in integrated community employment situations in a rural county with high unemployment, addressing such barriers as transportation and parental resistance. To implement a community-based curriculum in a rural setting.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Continue parent/staff training.
2. Continue job development.
3. Locate paid training sites.
4. Continue development of job bank.
5. Continue movement of school program for 6 - 22 year olds to a functional, community-based model.

PRIMARY GRANTEE. State mental retardation/developmental disabilities agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, community education/rehabilitation facility, city/county government and County Board of Mental Retardation/Developmental Disabilities.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	1989
Journal articles	1989
Replication manual	1989
Job bank guidelines	1989

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 60 - 80.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 18.

Handicapping Condition	No. Served	Age Range
Mild mental retardation	4	16 - 22
Moderate mental retardation	8	16 - 22
Severe mental retardation	6	16 - 22

Related Service Components

Individuals receiving services (training) through project activities: 75 parents, 50 agency personnel, 10 business/industry personnel, 20 teachers and 4 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Level of direct service provided by project.

Evaluation Approach(es). Systems analysis and professional review.

Personnel Involved in Evaluation Activities. Project coordinator and project staff.

Type of Evaluation Reporting. Formal evaluation report.

PROJECT TITLE: Lifestyle Outcomes Curriculum Project	**INSTITUTE #**: 143
PROJECT DIRECTOR: Robert Horner	**COMPETITION #**: 84.086M
CONTACT PERSON: Robert Horner	**MAILING ADDRESS**: University of Oregon 135 Education Eugene, OR 97405
TELEPHONE: (503) 686-5311	
PROJECT START DATE: 10/1/86 **PROJECT END DATE**: 9/30/89	**GEOGRAPHIC AREA SERVED**: Two states (OR & WA).

PROJECT PURPOSE. To improve the transition of students with severe handicaps from high school to adult life by developing, evaluating, and disseminating a curriculum system that is functional, effective and feasible for use in integrated school, and post-school settings.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Modification of activity-based curriculum and program information system.
2. Implementation of information system in 5 residential settings.
3. Implementation in 3 secondary classrooms.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Local education agency, public secondary school, State Division of Developmental Disabilities and state education agency.

PROJECT PRODUCTS

Product	Date Available
Training manual	Currently available
Curricula	Currently available
Journal articles	Currently available
Replication manual	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 280.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 120.

Handicapping Condition	No. Served	Age Range
Moderate developmental disability	20	17 - 25
Severe developmental disability	75	17 - 25
Profound developmental disability	25	17 - 25

Related Service Components

Individuals receiving services (training) through project activities: 90 agency personnel and 15 teachers.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Student/client demographics, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status.

Evaluation Approach(es). Systems analysis.

Personnel Involved in Evaluation Activities. Project director and project coordinator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Adaptive Behavior/Survival Skills: Behavior Development Scale

Type and name of locally/project developed instruments.

Checklist: Valued outcomes information system (VOIS) model fidelity checklist

Other: Resident lifestyle inventory, Social network analysis form and Valued outcomes information system (VOIS)

COMPETITION PROFILE: CFDA 84.158C

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PLANNING AND IMPLEMENTATION OF TRANSITIONAL SERVICES

INITIAL COMPETITION: 12/07/84
SECOND COMPETITION: 1/21/86
THIRD COMPETITION: 12/15/86

PURPOSE OF COMPETITION

The purpose of the initial competition was to support projects designed to plan and develop cooperative models for activities among State or local education agencies and adult service agencies, which would facilitate effective planning and program development to meet the service and employment needs of youth with handicapping conditions as they leave school. Model programs were to target those youth who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Projects were expected to consist of a planning phase which would attend to the development of a cooperative planning model, and an implementation phase which would implement and evaluate the model.

The program focus was more explicit in the second competition. It was specified that the planning phase (Year 1) should result in cooperative systemic planning which goes beyond collaboration to formal working commitments and agreements. The planning process was also to be sufficiently documented in terms of procedures, resources required, and outcomes obtained so that others could replicate the cooperative planning process. The implementation phase was extended to two years in the FY1986 competition, and replicability of the model was stressed. The model demonstration was also to provide for rigorous evaluation in order to determine its effectiveness to extend current knowledge relating to the transitional needs of youth with handicapping conditions. The second competition also emphasized the collaborative nature of the model projects and stressed the need for applicants to show the commitment of participating education, rehabilitation, or other service providers within the application.

The focus for FY1987 was the identification of systemic barriers in agencies affecting the transition process, development and implementation of innovative approaches for transitional service delivery and the evaluation of the effectiveness of cooperative planning and implementation. The third competition reflected the requirements of the second competition (FY1986) for a planning phase and an implementation and evaluation phase. The target population remained the same as the initial competition.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by P.L. 98-199.

ELIGIBLE RECIPIENTS

Institutions of higher education, state educational agencies, local educational agencies and other public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for all three competitions.

FUNDS AVAILABLE

Approximately $900,000 was available for support of an estimated 13 new cooperative models in fiscal year 1985. The approximate amount available for fiscal year 1986 was $880,000 for support of eight to ten new cooperative models. The approximate amount available for FY1987 was $700,000 for an estimated seven awards.

NUMBER OF GRANTS AWARDED

In FY1985, 16 model demonstration grants were awarded. In FY1986, 10 new model demonstration grants were awarded. In FY1987, 12 new model demonstration grants were awarded.

DURATION

For FY1985, project support was available for two years subject to an annual review of progress and availability of funds. All FY1985 projects expired in 1987. Project support was extended to three years for both FY1986 and FY1987 projects, subject to an annual review and availability of funds. The FY1986 projects will expire in 1989, and the FY1987 projects will expire in 1990.

SUMMARY OF 84.158C PROJECT PROFILES

PRIMARY GRANTEE

Of the 22 current projects reporting, five grants were awarded to public secondary schools/local education agencies under this competition. Six awards were received by universities. Seven state agencies received grant awards under this competition including six state departments of education and a Governor's Planning Council on Developmental Disabilities. Four private non-profit agencies received grant awards.

PROJECT PARTICIPANTS

Projects funded under this competition were to target youth with handicapping conditions who need, but have traditionally had problems linking with community-based services/training or obtaining/ maintaining employment. With 22 current projects reporting, an estimated 51,145 youth are being impacted by the projects in this competition. Approximately 6460 youth are being directly served by projects, and the age range for those individuals receiving direct services is from 12 to 55 years. Of those projects providing direct services to youth, 12 reported estimates of the number of youth receiving services. Youth having a diagnosis of mental retardation represent 33% of the total project participants. Thirty percent (30%) of the youth served by the projects have a learning disability and 6% have an emotional disorder. Mild, moderate, severe and profound levels of various handicaps are represented across this competition.

With this competition's emphasis on collaboration with education, rehabilitation, and/or service providers, 20 projects indicated provision of related service components. Seventeen projects reported providing related services to teachers, with an estimated 792 teachers receiving service/training from 12 projects. Fourteen projects reported working with parents and of the nine projects reporting specific numbers, 1092 parents are being served. Sixteen projects are providing services to agency personnel, and 11 projects are reporting services to business/industry personnel.

COOPERATING AGENCIES & ORGANIZATIONS

Nineteen projects reported cooperating agencies and organizations. The majority of projects (11) are collaborating with state agencies, primarily vocational rehabilitation agencies. Ten projects are working with local education agencies and public/private secondary schools, and ten projects are working with local JTPA service delivery area agents. Ten of the projects indicated collaboration with either community colleges and/or universities. Ten projects reported cooperation with community workshops and community rehabilitation facilities.

PRODUCTS

Twenty projects reported on product development. The majority (14) of projects indicated a brochure, and 12 projects reported development of training manuals. Individual projects specified transition manuals, instruments and community resource manuals.

Approximately one-half of the projects are developing journal articles related to their projects, and nine projects reported developing parent handbooks. Eight projects are developing replication manuals, and eight are developing curricula. Slide and video presentations were reported by approximately 20% of the projects.

PROJECT EVALUATION PLAN

Of the 22 projects in this competition, 17 reported use of systems analysis as an evaluation approach. Twelve of these projects also reported using a goal based evaluation approach in conjunction with systems analysis. Ten projects reported using decision making as an approach and an additional four projects are using a goal based approach. Professional review was indicated by six projects as a supplemental evaluation approach, and three projects reported case study in conjunction with other evaluation approaches.

Eighteen projects indicated the collection of student/client evaluation information. Sixteen of these projects are collecting data on number receiving direct services and 14 projects reported a focus on evaluation information related to the student/client demographics and student/client employment status. Thirteen projects are compiling evaluation information on employers, the focus being on employer demographics, employer satisfaction and level of direct service provided to employer. Ten projects are collecting data on postsecondary education/training. Seventy percent (70%) of these projects are looking at postsecondary demographic information and level of direct service provided by project to postsecondary setting. Information on postsecondary education/training level of collaboration and postsecondary education/training outcomes is being collected by 60% of these projects.

Fifteen projects reported on instrumentation used in project evaluation, eight of which indicated the use of commercially available instruments to assess specific competency areas. The majority of these projects (75%) indicated the use of commercial instruments to assess the competency areas of general ability/intelligence, vocational skills, language, adaptive behavior, survival skills and academic achievement.

Of the 15 projects reporting, 13 indicated the use of project developed surveys, and ten projects reported development of rating scales.

PROJECT OBJECTIVES

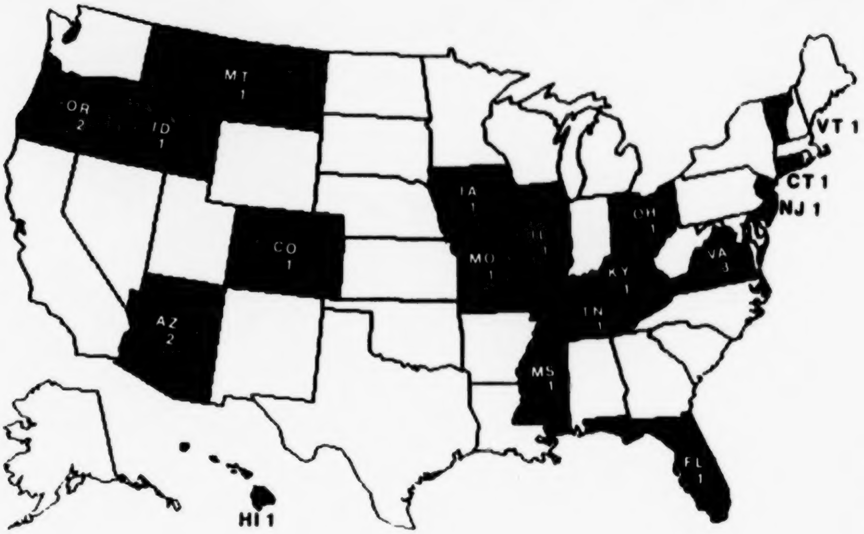
Twenty projects reported on project objectives under this competition. Objectives in the general area of dissemination/replication/continuation were most frequently indicated by projects, with 20 projects involved with information dissemination, 18 projects developing and disseminating products and 17 projects conducting conferences/seminars for purposes of dissemination/replication. Sixteen projects reported the provision of technical assistance as an objective, and 16 projects indicated the identification of continuation strategies/resources as an objective. Fourteen projects reported project replication as an objective. Other objectives reported by more than 80% of the responding projects included: develop and implement a service delivery model, develop interagency agreements, develop network among service providers, train professionals, paraprofessionals, etc., and conduct workshops, conferences, inservices, etc. for purposes of training.

GEOGRAPHIC AREA SERVED

Of the 22 current projects, nine projects reported a statewide area being served. Three projects serve a county within their respective states, one of which includes a major metropolitan area. Four projects provide services to more than one county. Three projects serve small towns (5,000-100,000), and three projects indicated rural areas as the primary geographic area being served.

LOCATION OF 84.158C PROJECTS

Thirty-eight projects have been funded under this competition, with 22 currently funded. The map below depicts the location of the currently funded projects.



PROJECT TITLE: Project Score	INSTITUTE #: 138
PROJECT DIRECTOR: Duane Gagnon	COMPETITION #: 84.158C
PROJECT COORDINATOR: John Beard	MAILING ADDRESS: Humboldt Unified School District Drawer A Dewey, AZ 86327
CONTACT PERSON: Duane Gagnon	
TELEPHONE: (602) 772-9200 ext. 45	
PROJECT START DATE: 8/15/86 PROJECT END DATE: 8/15/89	GEOGRAPHIC AREA SERVED: Rural area.

PROJECT PURPOSE. To develop, implement, evaluate and refine a cooperative transition model designed to provide vocational training options to mild, moderate, and severely handicapped students residing in the Humboldt Unified School District, thereby enabling them to make the transition from school to community.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Infusion of career education curriculum into existing special education curriculum.
2. Identification of replication site for our program model.
3. Implementation of work experience program with 12 - 15 students.
4. Inservice training for special education teachers to infuse curriculum.
5. Disseminate project model and findings at local, state and national conferences.

PRIMARY GRANTEE. Public secondary school.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. JTPA service delivery area agent, residential education/rehabilitation facility, community education/rehabilitation facility and state agency.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Project developed instruments	Currently available
Slide presentation	9/88
Curricula	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100.

Handicapping Condition	No. Served	Age Range
Moderate learning disability	92	12 - 19
Moderate mental retardation	8	14 - 20

Related Service Components

Individuals receiving services (training) through project activities: 6 teachers and 2 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status.

On Employers:

Employer characteristics/demographics, employer collaboration level, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es). Systems analysis and goal based.

Personnel Involved in Evaluation Activities. Project director, project coordinator and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute, advisory board and school board.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WISC-R
Special Aptitude: Career Ability Placement Survey
Vocational Skills: Valpar
Language: Peabody Picture Vocabulary Test - Revised
Adaptive Behavior/Survival Skills: Vineland Adaptive Behavior Scales
Career Interest: Wide Range Interest and Opinion Test
Dexterity/Manual Skills: Purdue Pegboard
Academic Achievement: Wide Range Achievement Test - Revised

Type and name of locally/project developed instruments.

Observation Form: Work adjustment inventory
Rating Scale: Trainer/employer rating sheet, Training progress report and Trainer/employer evaluation
Other: Student contact sheet

PROJECT TITLE: Project CCTM

PROJECT DIRECTOR: Betsy Bounds

CONTACT PERSON: Betsy Bounds

TELEPHONE: (602) 882-2421

PROJECT START DATE: 7/1/86
PROJECT END DATE: 6/30/89

INSTITUTE #: 134

COMPETITION #: 84.158C

MAILING ADDRESS:
Tucson Unified School District
Special Education
1010 E. 10th Street
Tucson, AZ 85719

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To improve pre-entry/pre-employment skills, to provide parents with transition information and support, to improve employer attitudes and number of job placements, to improve job success, and to increase mainstreaming into regular vocational education.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implementation of pilot program to teach pre-entry level skills and increase mainstreaming into vocational education.
2. Revision and distribution of parent transition information manual.
3. Continue parent support meetings, counseling for students needing support to succeed in vocational education or employment training, development of vocational education/special education curriculum modules, and interagency meetings and collaboration.
4. Followup study (survey and phone contact) of graduates and dropouts to determine status and offer support, if needed.

PRIMARY GRANTEE. Local education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college, JTPA service delivery area agent, community workshop, community education/rehabilitation facility, profit making agency, state vocational rehabilitation, private nonprofit agency and Association for Learning Disabilities.

PROJECT PRODUCTS

Product	Date Available
Parent handbook	Currently available (Revision 5/88)
Project developed instruments	Currently available
Videotape	9/88
Curricula	4/89
Journal articles	4/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,000.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 350.

Handicapping Condition	No. Served	Age Range
Moderate emotional disorder	100	14 - 21
Severe emotional disorder	30	14 - 21
Severe hearing impairment	45	14 - 21
Severe learning disability	160	14 - 21
Severe mental retardation	80	14 - 21
Profound mental retardation	5	14 - 21
Severe multiple handicap	20	14 - 21
Severe physical handicap	20	14 - 21
Severe visual impairment	1	14 - 21
Dropouts	20	14 - 21

Related Service Components

Individuals receiving services (training) through project activities: 150 parents, 30 agency personnel, 20 teachers, 50 business/industry personnel, 3 project staff and 200 undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, assessment results for student/client, student/client progress in training program, student/client follow-up status.

On Employers:

Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and goal based.

Personnel Involved in Evaluation Activities. Project director and staff evaluator.

Type of Evaluation Reporting and Audience. Executive summary and brochure/pamphlet for consumers, OSERS, Transition Institute, advisory board, and state education agency.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WISC-R, WAIS and Ravens Standard Progressive Matrices

Special Aptitude: Minnesota Spatial Relations Test, Bennett Mechanical Comprehension Test and Crawford Small Parts Dexterity Test

Vocational Skills: McCarron-Dial Work Evaluation System, JEVS and Valpar

Language: Peabody Picture Vocabulary Test

Adaptive Behavior/Survival Skills: McCarron-Dial Work Evaluation System and Street Survival Skills Questionnaire

Career Interest: California Occupational Preference System and Career Orientation Placement and Evaluation Survey

Dexterity/Manual Skills: Purdue Pegboard and Crawford Small Parts Dexterity

Academic Achievement: Wide Range Achievement Test and SRA

Type and name of locally/project developed instruments.

Observation Form: Work habits checklist

Rating Scale: Employability and social skills rating scale

Interview: Intake interview

Survey: Parent survey and employer survey

PROJECT TITLE: Secondary Education Transition Model

INSTITUTE #: 184

PROJECT DIRECTOR: Elnora Gilfoyle

COMPETITION #: 84.158C

PROJECT COORDINATOR: Jean Morgenweck

CONTACT PERSON: Jean Morgenweck

TELEPHONE: (303) 491-5930

MAILING ADDRESS:
Colorado State University
303 Occupational Therapy
Ft. Collins, CO 80523

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To plan and implement comprehensive transition services for severely handicapped students beginning at the secondary school level. This project will be conducted in cooperation with parents, state and local service agencies, and three local school districts (suburban and rural).

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Establishment of Advisory Council cooperating procedures, responsibilities, composition and team building activities.
2. Select and train "Core Transition Team" to implement individualized transition services within targeted school districts.
3. Prepare training materials/manual for parents, educators, and adult service providers.
4. Market transition planning within local communities/school districts.
5. Develop evaluation instruments to monitor project progress.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, local education agency, JTPA service delivery agent, community workshop, state vocational rehabilitation, state developmental disabilities and parents.

PROJECT PRODUCTS

Product	Date Available
Brochure	1988
Newsletter	1989 - 1990
Parent handbook	1988 - 1989
Student handbook	1988 - 1989
Training manual	1988
Project developed instruments	1988
Slide presentation	1988
Journal articles	1988 - 1990
Replication manual	1990

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 110.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 110.

Handicapping Condition	No. Served	Age Range
Severe cerebral palsy	10	16 - 21
Severe deaf/blind	5	16 - 21
Severe developmental disability	15	16 - 21
Severe emotional disorder	5	16 - 21
Severe epilepsy	10	16 - 21
Severe hearing impairment	5	16 - 21
Severe mental retardation	10	16 - 21
Severe multiple handicap	25	16 - 21
Severe physical handicap	15	16 - 21
Severe speech impairment	5	16 - 21
Severe visual impairment	5	16 - 21

Related Service Components

Individuals receiving services (training) through project activities: 110 parents, 20 agency personnel, 150 business/industry personnel, 45 teachers, 10 project staff, 10 postsecondary faculty, 80 undergraduate/graduate students and 15 advisory council members.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es). Systems analysis, goal based, decision making and case study.

Personnel Involved in Evaluation Activities. Project director, project coordinator and advisory board.

Type of Evaluation Reporting and Audience. Formal evaluation report, executive summary and brochure/pamphlet for consumers, OSERS, Transition Institute, advisory board, state vocational rehabilitation, state developmental disabilities, local education agencies, state education agencies, parent groups and parents.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Other: Functional Assessment Inventory

Type and name of locally/project developed instruments.

Observation Form: Vignettes/administrative journal and situational observation of team member
Checklist: Quality of transition index and Student records
Rating Scale: Competency achievement records and IEPs
Survey: Improvement of linkage survey, Employer/community perception survey and Followup survey
Questionnaire: Parent satisfaction survey and Student satisfaction survey
Other: Record of student placements and Competency achievement records

PROJECT TITLE: Easter Seal Society of Connecticut, Inc.
Connecticut Transition Initiative

INSTITUTE #: 185

PROJECT DIRECTOR: Lucinda H. Gerson

COMPETITION #: 84.158C

PROJECT COORDINATOR: Valerie V. LaVake

CONTACT PERSON: Valerie V. LaVake

TELEPHONE: (203) 228-9438

MAILING ADDRESS:
Easter Seal Society of CT
P. O. Box 100
Hebron, CT 06248

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/89

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To develop more effective transition planning and service delivery options for secondary students with disabilities in the State of Connecticut through an interagency, statewide initiative.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Establishment of a 15 member advisory Transition Assistance Liaison Council (TALC) from state agencies and service providers.
2. Conduct four inservice workshops for a total of 30 secondary school districts.
3. Selection of five model transition centers for funding and technical assistance.

PRIMARY GRANTEE. Private non-profit agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. University/four year college.

PROJECT PARTICIPANTS

Related Service Components

Individuals receiving services (training) through project activities: 130 teachers and 30 secondary schools.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Postsecondary Education:

Postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and professional review.

PROJECT TITLE: Life LAB

PROJECT DIRECTOR: B. J. Schenck

PROJECT COORDINATOR: Vicente Perez

CONTACT PERSON: Vicente Perez

TELEPHONE: (904) 336-3676

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

INSTITUTE #: 186

COMPETITION #: 84.158C

MAILING ADDRESS:
School Board of Alachua County
620 East University Avenue
Gainesville, FL 32601

SPECIAL NET USER ID: ALACHUAESE

GEOGRAPHIC AREA SERVED: County (100,000+).

PROJECT PURPOSE. To identify barriers to transition and to develop and implement a motivational transitional program to overcome them. The motivational program will involve teachers, parents, and agencies with the student in developing realistic personal and career goals and in obtaining services, training and successful employment.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Conduct baseline data surveys on drop-out rate, agency barriers to transition, employment rate and parent opinion.
2. Compile curriculum of reality based activities.
3. Conduct motivational seminars for VE population.
4. Provide inservice training for faculty.
5. Form an interagency council.
6. Conduct Informational Seminars among agencies.
7. Develop transition plans for graduating seniors (1988).

PRIMARY GRANTEE. Local education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college, university/four year college, JTPA service delivery area agent, residential education/rehabilitation facility, profit making agency, state vocational rehabilitation, state developmental disabilities, state job services, state school board association and Association for Retarded Citizens.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	11/89
Student handbook	6/89
Videotape	6/90
Curricula	6/90
Replication manual	6/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,200.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 1,200.

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	207	13 - 21
Moderate emotional disorder	178	13 - 21
Severe emotional disorder	8	13 - 21
Moderate hearing impairment	10	13 - 21
Severe hearing impairment	9	13 - 21
Profound hearing impairment	7	13 - 21
Mild learning disability	337	13 - 21
Moderate learning disability	144	13 - 21
Mild mental retardation	111	13 - 21
Moderate mental retardation	90	13 - 21
Profound mental retardation	67	13 - 21
Moderate physical handicap	23	13 - 21

Related Service Components

Individuals receiving services (training) through project activities: Parents, agency personnel, teachers and project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer satisfaction with student/client, project activities, etc.

Evaluation Approach(es). Systems analysis, goal based and decision making.

Personnel Involved in Evaluation Activities. Project director, project coordinator, 3rd party evaluator, staff evaluator, LEA funded staff and Interagency Council.

Type of Evaluation Reporting and Audience. Formal evaluation report and videotape for OSERS and Transition Institute.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Rating Scale: Teacher rating of student goals
Interview: Student interview survey and Employer interview survey
Survey: Parent opinion survey and Agency satisfaction survey

PROJECT TITLE: Cooperative Model for Planning and Developing an Evaluation and Intervention Program to Increase the Effectiveness of Transition Services

INSTITUTE #: 187

PROJECT DIRECTOR: Robert Stodden

COMPETITION #: 84.158C

CONTACT PERSON: Robert Stodden

MAILING ADDRESS:
University of Hawaii
Department of Special Education
2444 Dole Street
Honolulu, HI 96822

TELEPHONE: (808) 948-7956

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To plan and operationalize a cooperative model for improving the availability and quality of transition services for handicapped youth; to implement and evaluate the cooperative model as a demonstration project with handicapped youth participating within transition activities; and to institutionalize effective elements of the demonstrated model, producing outcomes to be incorporated into existing service delivery structures, replicated, and disseminated.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Assist cooperative interagency committee on transition to determine components of the cooperative transition model.
2. Plan and develop a process to analyze information collected within a cooperative transition model re: program performance and school leaver data on mild, moderately and severely disabled students.
3. To plan and develop methods for applying program performance and school leaver data to the improvement of transition programs/services.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Private secondary school, local education agency, profit making agency, state department of education, state vocational rehabilitation, state vocational education and state developmental disabilities.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Training manual	1989
Project developed instruments	1989
Journal articles	1990
Interagency manual/materials	1989

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 25,000.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 250.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client follow-up status, student/client employment status, student/client outcome status.

Evaluation Approach(es). Systems analysis and decision making.

Personnel Involved in Evaluation Activities. Project director and graduate assistants.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, advisory board and state vocational rehabilitation, developmental disabilities and department of education.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Other: Ecological assessments

NOTE: Project profile generated by Technical Assistance staff from grant application.

PROJECT TITLE: Idaho Model for Cooperative Planning and Implementation of Transitional Services

INSTITUTE #: 188

PROJECT DIRECTOR: Jani Lambrou

COMPETITION #: 84.158C

CONTACT PERSON: Jani Lambrou

TELEPHONE: (208) 334-3940

MAILING ADDRESS:
Idaho State Department of Education
LBJ Building, 650 W. State Street
Boise, ID 83720

PROJECT START DATE: 6/1/87
PROJECT END DATE: 5/31/90

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To stimulate the development and improvement of programs for secondary special education, and to develop a system of cooperative planning and implementation of transition services through a coordinated system of local, regional and state efforts. Four major components include: interagency working group and the exchange of personnel for various inservice and training needs; inservice training at local, regional, and state workshops; availability of mini-grants to LEAs; and development of school-based transition services in LEAs.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Support interagency networking and cooperation through activities of the interagency working group (IWG) on transition.
2. Establish a statewide (time-limited) parent task force to develop two mini-guides for transition planning.
3. Provide regional workshops on parents and transition planning.
4. Develop and implement a system of inservice training, technical assistance and support.
5. Conduct summer course on "Transition Planning and Vocational Special Needs."
6. Sponsor annual statewide conference on transition.
7. Select and assist sites involved in ITP Pilot Project.
8. Stipends to LEAs to stabilize and improve current transition programs.

PRIMARY GRANTEE. State education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. State council on developmental disabilities, state department of vocational rehabilitation, state health and welfare, state department of labor, state social security, state department of employment, state department of vocational education, state commission for the blind and private industry councils.

PROJECT PRODUCTS

Product	Date Available
Parent handbook	No date indicated
Curricula	No date indicated
District Policy packet on transition	No date indicated

PROJECT PARTICIPANTS

Related Service Components

Individuals receiving services (training) through project activities: 40 agency personnel and 225 school personnel.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client work experience background data, student/client follow-up status.

On Employers:

Employer characteristics/demographics.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level.

Evaluation Approach(es). Systems analysis, goal based and decision making.

Personnel Involved in Evaluation Activities. Project director.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, state education agency and interagency working group.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Rating Scale: Mini-guide rating scale, Regional workshop rating scale and Participant rating scales
Survey: Student followup survey
Questionnaire: Year end process evaluation form
Other: Activity/strategy documentation form and Process evaluation form (pilot site facilitator)

PROJECT TITLE: Illinois Transition Project

PROJECT CO-DIRECTORS: Paul Bates & Carl Suter

PROJECT COORDINATOR: Richard Schutz

CONTACT PERSON: Paul Bates

TELEPHONE: (618) 453-2311

PROJECT START DATE: 8/1/86
PROJECT END DATE: 7/31/89

INSTITUTE #: 137

COMPETITION #: 84.158C

MAILING ADDRESS:
Southern Illinois University
Department of Special Education
Carbondale, IL 62901

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To form a Transition Assistance Committee to develop policy recommendations for transition services development and systematic planning. Support Pilot Transition Projects in local school districts to collect Transition Needs data and conduct individualized transition planning. To evaluate the effectiveness of transition planning.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Develop transition policy recommendations.
2. Support pilot transition projects in local school districts.
3. Collect transition needs data.
4. Conduct individualized transition planning.

PRIMARY GRANTEE. State Governor's Planning Council on Developmental Disabilities.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. University/four year college.

PROJECT PRODUCTS

Product	Date Available
Newsletter	Summer 1988
Training manual	Spring 1988
Project developed instruments	Spring 1988
Transition Modules	Summer 1988

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,500.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 1,500.

Related Service Components

Individuals receiving services (training) through project activities: 10 parents and 50 agency personnel.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client work experience background data, student/client follow-up status, student/client employment status, student/client outcome status.

On Postsecondary Education:

Postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis, goal based and professional review.

Personnel Involved in Evaluation Activities. Project director, project coordinator and 3rd party evaluator.

Type of Evaluation Reporting and Audience. Executive summary for consumers, OSERS, state agency, other boards and other agencies.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Survey: Parent/professional survey
Questionnaire: Transition Planning Guide
Other: Followup evaluation

PROJECT TITLE: Promoting Competitive Employment Services for Persons with Severe Handicaps through a Coordinated Longitudinal Model

INSTITUTE #: 189

COMPETITION #: 84.158C

PROJECT DIRECTOR: David P. Wacker

PROJECT COORDINATOR: Thomas H. Flynn

CONTACT PERSON: Thomas H. Flynn

TELEPHONE: (319) 353-6452

MAILING ADDRESS:
The University of Iowa
Division of Developmental Disabilities
University Hospital School
Iowa City, IA 52242

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/3/90

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To develop and implement cooperative interagency agreements in four regions in Iowa to promote supported employment options for persons who are severely handicapped. The project will implement a longitudinal curriculum model to be utilized by secondary schools and adult service agencies to provide vocational programming to students and followup services at the adult program level.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Establish cooperative agreements among schools and adult service providers to implement supported employment services to secondary students and adults with severe handicaps.
2. Provide supported employment services to 40 individuals.
3. Initiate development of a longitudinal training plan in each of the 4 project sites.
4. Develop and distribute a survey to evaluate the acceptability and to isolate factors that limit the acceptability of supported employment to parents, adult service providers, employers, and school personnel.
5. Establish data collection procedures to evaluate the training participants receive.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school and community education/rehabilitation facility.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	6/88
Training manual	6/89
Videotape on supported employment	6/88
Journal articles	No date indicated
Coordinated services agreements	6/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 80.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 60.

Handicapping Condition	No. Served	Age Range
Moderate mental retardation	32	16 - 55
Severe mental retardation	8	16 - 55

Related Service Components

Individuals receiving services (training) through project activities: 8 parents, 10 agency personnel, 8 business/industry personnel and 12 teachers.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, student/client demographics, student/client work experience background data, student/client progress in training program, student/client follow-up status, student/client employment status.

On Employers:

Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

Evaluation Approach(es). Systems analysis, goal based and professional review.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff and advisory board.

Type of Evaluation Reporting and Audience. Monograph for OSERS, advisory board, state vocational rehabilitation, state department of education and secondary schools.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Observation Form: Collateral behavior checklist
Checklist: Checklists for acquisition of collateral social behaviors
Survey: Acceptability surveys and Pre-post surveys
Other: School and adult referral form and Job development brochure and Videotape

PROJECT TITLE: Project LEAF: Model Program of Leisure Education & Recreation to Facilitate Transition from School to Adult Living for Secondary School-Age Handicapped Youth

INSTITUTE #: 139

COMPETITION #: 84.158C

PROJECT DIRECTOR: Richard Zachmeyer

CONTACT PERSON: Richard Zachmeyer

TELEPHONE: (606) 278-4712

MAILING ADDRESS:
KY Coalition for Career & Leisure Development
366 Waller Avenue, Suite 119
Lexington, KY 40504

PROJECT START DATE: 9/01/86
PROJECT END DATE: 8/30/89

GEOGRAPHIC AREA SERVED: County.

PROJECT PURPOSE. To plan, implement, and evaluate a comprehensive community-based model program for recreation and leisure education to facilitate the transition from school to adult living for secondary school-age youth.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implementation of model program under field test conditions concluding with a thorough review and analysis of field test and other evaluative data.
2. Revise and refine program model prior to full implementation during year three.
3. Continue to identify new program participants.
4. Continue to provide orientation and training to participants, parents, professionals, etc.
5. Maintain and expand on current cooperative agreements with government and community agencies.
6. Begin development of the continuation plan.

PRIMARY GRANTEE. Private non-profit agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, city/county government, state vocational rehabilitation, 4-H and YMCA.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Parent/student handbook	Currently available
Project developed instruments	Currently available
Replication manual	Fall 1989

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 500 - 800.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 400 - 500.

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	4	15 - 21
Moderate behavioral disorders	3	15 - 21
Severe behavioral disorders	1	15 - 21
Mild brain damage	1	15 - 21
Mild cerebral palsy	6	15 - 21
Moderate cerebral palsy	5	15 - 21
Severe cerebral palsy	10	15 - 21
Profound cerebral palsy	1	15 - 21
Moderate epilepsy	1	15 - 21
Severe epilepsy	1	15 - 21
Mild health impairment	3	15 - 21
Moderate health impairment	2	15 - 21
Severe health impairment	7	15 - 21
Mild hearing impairment	1	15 - 21
Moderate hearing impairment	5	15 - 21
Severe hearing impairment	3	15 - 21
Profound hearing impairment	1	15 - 21
Mild learning disability	45	15 - 21
Moderate learning disability	86	15 - 21
Severe learning disability	10	15 - 21
Mild mental retardation	49	15 - 21
Moderate mental retardation	51	15 - 21
Severe mental retardation	22	15 - 21
Profound mental retardation	8	15 - 21
Mild physical handicap	12	15 - 21
Moderate physical handicap	11	15 - 21
Severe physical handicap	1	15 - 21
Profound physical handicap	5	15 - 21
Mild speech impairment	2	15 - 21
Moderate speech impairment	4	15 - 21
Severe speech impairment	2	15 - 21
Mild visual impairment	2	15 - 21
Moderate visual impairment	6	15 - 21
Severe visual impairment	5	15 - 21
Profound visual impairment	1	15 - 21
Mild multiple handicap	8	15 - 21
Moderate multiple handicap	11	15 - 21
Severe multiple handicap	2	15 - 21

Related Service Components

Individuals receiving services (training) through project activities: Parents, agency personnel, business/industry personnel, teachers, project staff and local politicians.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, assessment results for student/client, student/client integration into environment.

Evaluation Approach(es). Goal based.

Personnel Involved in Evaluation Activities. Project director and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers.

PROJECT TITLE: Project HIRED: Handicapped Interagency Rural Employment Development

INSTITUTE #: 136

PROJECT DIRECTOR: Michael Peterson

COMPETITION #: 84.158C

PROJECT COORDINATOR: Sonja Burnham

CONTACT PERSON: Michael Peterson

TELEPHONE: (601) 325-3849

MAILING ADDRESS:
Mississippi State University
Counselor Education
P. O. Drawer GE
Mississippi State, MS 39762

PROJECT START DATE: 8/1/86
PROJECT END DATE: 7/31/89

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To develop and implement an interagency model for transition from school to work in a poor, rural county of Mississippi; replication of the model in three additional Mississippi counties; and dissemination statewide and nationally.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implement and continue materials development.
2. Conduct inservice for 2 school district's special education teachers and local human service agencies.
3. Conduct parent training seminars.
4. Maintain monthly contact with administrators and practitioners from schools and agencies and consult with special education teachers.

PRIMARY GRANTEE. University/four year college and research institute.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, local education agency, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, community education/rehabilitation facility, profit making agency, city/county government, state departments of special education, vocational rehabilitation, developmental disabilities and vocational education, Association for Retarded Citizens and Parent Advocacy Center.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	1988
Training manual	Currently available
Project developed instruments	Currently available
Videotape	Currently available
Curricula	Currently available
Journal articles	7/89
Replication manual	7/89

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 300.

Related Service Components

Individuals receiving services (training) through project activities: Parents, agency personnel, business/industry personnel, teachers and undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, number receiving direct services, student/client demographics, student/client work experience background data, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project.

Evaluation Approach(es). Systems analysis, goal based and decision making.

Personnel Involved in Evaluation Activities. Project coordinator and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, OSERS, Transition Institute, advisory board, state agency and Community Council for the Handicapped.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WISC-R
Vocational Skills: Valpar
Language: WoodcockJohnson Psychoeducational Battery and Peabody Picture Vocabulary Test
Adaptive Behavior/Survival Skills: Street Survival Skills Questionnaire
Social Skills: Adaptive Behavior Scale and Life Centered Career Education Competencies by Environmental Domain
Daily Living Skills: Life Centered Career Education Checklist
Academic Achievement: California Achievement Test and Wide Range Achievement Test

Type and name of locally/project developed instruments.

Checklist: Functional skills checklist
Rating Scale: Employer/employee checklist
Survey: Parent survey
Other: Staff inservice rating scales

PROJECT TITLE: Specialized Education/Rehabilitation Transition Services (SERTS)

INSTITUTE #: 190

PROJECT DIRECTOR: Melanie L. Gibson

COMPETITION #: 84.158C

CONTACT PERSON: Melanie L. Gibson

MAILING ADDRESS:
Advent Enterprises, Inc.
2116 Nelwood
Columbia, MO 65202

TELEPHONE: (314) 474-8560

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

GEOGRAPHIC AREA SERVED: Small town (5,000 - 100,000) with city transportation.

PROJECT PURPOSE. To develop and implement a community system to transition handicapped youth exiting the public schools. These students will receive services to include case management, consultation, individualized assistance in job seeking skills, job search and supported employment. Referral services are also provided in order to maximize the employment potential by utilizing existing resources and reducing duplication of effort.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Development of service delivery linkages between public schools, vocational rehabilitation, adult service providers, and business/industry.
2. Development of project brochure.
3. Formation of advisory council and resulting letters of agreement.
4. Formalize referral system within community.
5. Serve 36 students in various stages of transition process.

PRIMARY GRANTEE. Private non-profit agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary schools, university/four year college, state vocational rehabilitation and state department of mental health.

PROJECT PRODUCTS

Product	Date Available
Brochure	7/88
Replication manual	7/90
Training package on career awareness & job seeking skills	6/88

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 200.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 180.

Handicapping Condition	No. Served	Age Range
Moderate emotional disorder	10	16 - 22
Severe emotional disorder	10	16 - 22
Moderate epilepsy	5	16 - 22
Mild learning disability	10	16 - 22
Moderate learning disability	10	16 - 22
Mild mental retardation	45	16 - 22
Moderate mental retardation	45	16 - 22
Severe mental retardation	20	16 - 22

Related Service Components

Individuals receiving services (training) through project activities: 100 parents, 40 agency personnel, 25 business/industry personnel, 10 teachers and 2 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services,student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

Evaluation Approach(es). Goal based.

Personnel Involved in Evaluation Activities. Project director and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute and advisory board.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R and General Aptitude Test Battery
Special Aptitude: General Aptitude Test Battery, Valpar System, and JEVS System
Adaptive Behavior/Survival Skills: Street Survival Skills Questionnaire
Career Interest: Career Awareness Inventory, Inventory Determination Evaluation and Gordon Occupational Checklist
Daily Living Skills: Independent Living Skills Checklist
Dexterity/Manual Skills: General Aptitude Test Battery
Personality: Piers Harris Self Concept Scale, Edwards Personal Preference Schedule, Myers-Briggs Type Indicator and Mooney Problem Checklist
Academic Achievement: Wide Range Achievement Test, Adult Basic Learning Exam I, II, III
Other:

Type and name of locally/project developed instruments.

Observation Form: Behavioral observation forms
Checklist: Work maturity competency checklist and Skills competency checklist
Rating Scale: Employer satisfaction (followup) and Client satisfaction
Interview: Screening interview, Intake interview, and Job seeking skills interview
Survey: Labor market surveys
Other: Client contact log and Release/information

PROJECT TITLE: Great Falls Transition Project	INSTITUTE #: 130
PROJECT DIRECTOR: Stephen White	COMPETITION #: 84.158C
CONTACT PERSON: Stephen White	MAILING ADDRESS: Great Falls VOTEC Center 2100 - 16th Avenue South Great Falls, MT 59405
TELEPHONE: (406) 791-2281	
PROJECT START DATE: 8/1/86 PROJECT END DATE: 7/31/89	GEOGRAPHIC AREA SERVED: Small town (5,000 - 100,000) with city transportation.

PROJECT PURPOSE. To develop, implement, and validate a coordinated model of transitional services which enables disabled youth to access needed adult services and secure the least restrictive employment option available to them, regardless of disability.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Develop interagency inservice program which establishes a network for crosstraining among participating agencies.
2. Develop and disseminate a Transition Handbook for parents.
3. Develop an Employer to Employer Awareness Program.
4. Develop and disseminate a Handbook for Supervisors and Co-workers designed to enable workers with disabilities to reach their potential.
5. Develop, implement and disseminate a comprehensive assessment inservice program for schools.
6. Field test, validate and disseminate Index of Least Restrictive Employment.
7. Continue to develop a Supported Employment Component for Transition for School Age Youth.

PRIMARY GRANTEE. Public secondary school and local education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Private secondary school, community/junior college, JTPA service delivery area agent, community workshop, profit making agency, city/county government, state vocational rehabilitation, state developmental disabilities, state social security, state mental health, private non-profit agency, Association of Learning Disabilities and hospital.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	Currently available
Training manual for supervisors	Currently available
Project developed instruments	Currently available
Journal articles	Currently available
Transition material dissemination packet	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1500.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 300.

Handicapping Condition	No. Served	Age Range
Mild behavioral disorder	1	12 - 24
Moderate behavioral disorder	2	12 - 24
Mild brain damage	1	12 - 24
Severe cerebral palsy	1	12 - 24
Moderate chronic mental illness	1	12 - 24
Mild communication disorder	3	12 - 24
Mild developmental disability	3	12 - 24
Moderate developmental disability	6	12 - 24
Severe developmental disability	3	12 - 24
Mild emotional disorder	2	12 - 24
Mild hearing impairment	1	12 - 24
Moderate hearing impairment	1	12 - 24
Severe hearing impairment	1	12 - 24
Mild learning disability	11	12 - 24
Moderate learning disability	5	12 - 24
Severe learning disability	3	12 - 24
Mild mental retardation	3	12 - 24
Moderate mental retardation	6	12 - 24
Severe mental retardation	3	12 - 24
Mild physical handicap	1	12 - 24
Severe physical handicap	1	12 - 24
Mild speech impairment	1	12 - 24
Moderate speech impairment	2	12 - 24
Severe speech impairment	3	12 - 24
Profound speech impairment	2	12 - 24
Severe visual impairment	2	12 - 24
Dropouts	1	12 - 24
Economically disadvantaged	16	12 - 24
Minority youth	3	12 - 24

Related Service Components

Individuals receiving services (training) through project activities: 20 agency personnel, 40 business/industry personnel, 25 teachers, 4 project staff and 100 parents.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., reason for working with project.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and case study.

Personnel Involved in Evaluation Activities. Project director, project staff and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, OSERS, Transition Institute, Office of Public Instruction, state vocational rehabilitation, state developmental disabilities, Montana Employment Project and Montana Supported Employment Demonstration Project.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Adaptive Behavior/Survival Skills: Attitudes Toward Interacting with People Test
Career Interest: Self-Directed Search
Personality: Career Maturity Inventory and Coopersmith Self-Esteem Inventory
Other: Associated Work Skills Checklist

Type and name of locally/project developed instruments.

Observation Form: Critical employment factors assessment
Checklist: The work values inventory, Home-school assessment for use with severe disabilities and Life skills assessment
Rating Scale: Assessment of employee independence, Post-placement probe and Index of least restrictive employment
Interview: Student and parent exit interview

PROJECT TITLE: Project LINK

PROJECT DIRECTOR: Marjorie T. Goldstein

ASSOCIATE DIRECTOR: Susan H. Kuveke

CONTACT PERSON: Marjorie T. Goldstein

TELEPHONE: (201) 595-3092/3

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

INSTITUTE #: 191

COMPETITION #: 84.158C

MAILING ADDRESS:
William Paterson College of New Jersey
Special Education and Counseling Department
Wayne, NJ 07470

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To facilitate the successful transition of mildly handicapped postsecondary youth from school to community. Using the college campus as a "sheltered community," the program involves members in paid, parttime campus based work experience focusing on work values/attitudes, and on the development of appropriate work-related social behaviors; campus-based social and recreational activities coordinated by mentors in collaboration with members; and instruction, based on members' needs, and provided by mentors. A major objective is to create opportunities for members to "lose their labels" as they become increasingly independent of external controls and more self-reliant.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implementation of interagency planning to include identification of collaborating agencies and the initiation of interagency communications network.
2. Plan, develop and implement college-based programs to include mentor training program, work-experience, social/recreational, and instructional aspects of campus-based program.
3. Establish concurrent work-experience skill training with PSSPs.
4. Design/implement evaluation procedures.
5. Identify research questions.
6. Identify/select LINK advisory board members and constitute leadership and liaison field boards.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Local education agency, JTPA service delivery area agent and state agencies.

PROJECT PRODUCTS

Product	Date Available
Brochure	9/88
Guidelines for mentor training	9/90
Project developed instruments	6/90
Journal articles	7/88
Final report	9/90
Campus orientation manual	1/90

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 55.

Estimated number of youth and/or adults with handicapping conditions receiving *direct* services over entire funding period: 55.

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	4	18+
Mild emotional disorder	15	18+
Mild learning disability	20	18+
Mild mental retardation	6	18+
Dropouts	10	18+

Related Service Components

Individuals receiving services (training) through project activities: 8 undergraduate student mentors.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client outcome status.

On Employers:

Level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:

Level of direct service provided by project.

Evaluation Approach(es). Systems analysis, goal based, goal free, decision making, professional review and case study.

Personnel Involved in Evaluation Activities. Project director, associate director, project mentors, advisory board, 3rd party evaluator and administrative assistant.

Type of Evaluation Reporting and Audience. Formal evaluation report and brochure/pamphlet for consumers, OSERS, Transition Institute, advisory board, state department of labor, state department of education, state department of voctional rehabilitation, state special education division, Private Industry Council, local education agencies and PSSPs.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R AND WISC-R
Special Aptitude: Bennett Mechanical Comprehension Test
Vocational Skills: POSVAP: Problem-Oriented Social Vocational Adaptation Program
Language: Peabody Picture Vocabulary Test - Revised
Adaptive Behavior/Survival Skills: Street Survival Skills Questionnaire
Social Skills: Social and Prevocational Information Inventory
Daily Living Skills: Brigance Inventory of Essential Skills
Academic Achievement: Wide Range Achievement Test

Type and name of locally/project developed instruments.

Observation Form: On-site work behaviors, Social/recreational behaviors, and Mentor activity records
Checklist: Work readiness criteria and Social/recreational skills checklist
Rating Scale: Work attitudes, Employer satisfaction, and Member satisfaction
Interview: Intake interview, Mentor interview, and Progress reports from field liaison professionals
Survey: Survey of attributes that influence adjustment to "world"
Questionnaire: High risk questionnaire, Instrument utilization questionnaire, and Mentor satisfaction with project questionnaire

PROJECT TITLE: A Community Based Network to Assist Handicapped Youths' Transition from School to Work: A Four Part Model

PROJECT DIRECTOR: Lawrence Dennis

CONTACT PERSON: Lawrence Dennis

TELEPHONE: (614) 466-5718

PROJECT START DATE: 9/1/86
PROJECT END DATE: 8/31/89

INSTITUTE #: 132

COMPETITION #: 84.158C

MAILING ADDRESS:
Ohio Department of Education
Vocational Special Education
Division of Vocational & Career Education
Rm. 901, 65 S. Front Street
Columbus, OH 43266-0308

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To develop an effective and permanent four-part model that will develop: local interagency cooperative agreements, individualized transition plans as a component of the individualized education plans, inservice training for parents, school personnel and support agency staff and a Project With Industry component.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implement and field test the Transition Model in one Special Education Regional Resource Center.

PRIMARY GRANTEE. State education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community workshop, state MR/DD, private non-profit agency and regional education centers.

PROJECT PRODUCTS

Product	Date Available
Brochure	no date indicated
Training manual	1989
Journal articles	1989
Resource guide of support agencies	no date indicated

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 5,525.

Related Service Components

Individuals receiving services (training) through project activities: Parents, agency personnel, business/industry personnel, and teachers.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Employers:

Employer characteristics/demographics, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc.

Evaluation Approach(es). Decision making.

Personnel Involved in Evaluation Activities. Project director and 3rd party evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Rating Scale: Inservice evaluation rating scales
Survey: Community agencies survey

NOTE: Project Profile generated by Technical Assistance Program staff from grant application.

PROJECT TITLE: From School to Adult Life: Building a Transition System

PROJECT DIRECTOR: Larry Rhodes

PROJECT COORDINATOR: Susan Bert

CONTACT PERSON: Susan Bert

TELEPHONE: (503) 244-6111, ext. 4383

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

INSTITUTE #: 192

COMPETITION #: 84.158C

MAILING ADDRESS:
University of Oregon
Specialized Training Program
135 Education Building
Eugene, OR 97403

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To involve education, adult services and family participants in order to establish a state and local process for collective work to insure successful transition.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Expand and analyze the knowledge base regarding barriers to transition.
2. Construct transition model.
3. Develop collaboration among participants.
4. Develop materials and provide training to build family's role.
5. Implement transition model at state and local level.
6. Evaluate project.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Local education agency, community/junior college, state developmental disabilities planning council, state vocational rehabilitation agency, state developmental disabilities agency, private non-profit agency, Association for Retarded Citizens and educational service district.

PROJECT PRODUCTS

Product	Date Available
Training manual	No date indicated
Project developed instruments	No date indicated
Journal articles	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100.

Handicapping Condition	No. Served	Age Range
Severe handicapping condition	100	*

(* no age range indicated.)

Related Service Components

Individuals receiving services (training) through project activities: 40 - 60 parents and 8 - 12 teachers.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct or related services, student/client demographics, student/client outcome status.

On Employers:

Employer outcome status.

On Postsecondary Education:

Level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., and postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and decision making.

Personnel Involved in Evaluation Activities. Project director, project coordinator and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for consumers, OSERS, state policy makers, employment service providers and educators.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Checklist: Transition model checklist
Survey: Needs assessment survey and Survey of involved individuals
Other: Transition model documentation and Individual data summaries

PROJECT TITLE: Oregon Transition Program

PROJECT DIRECTOR: Ray S. Rothstrom

CONTACT PERSON: Ray S. Rothstrom

TELEPHONE: (503) 378-4765

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

INSTITUTE #: 181

COMPETITION #: 84.158C

MAILING ADDRESS:
Oregon Department of Education
700 Pringle Parkway, S.E.
Salem, OR 97310

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To develop, field test, revise and implement a model for improving secondary special education and transition services for students with either mild or severe disabilities in school districts throughout Oregon. To construct local teams under the leadership of each LEA in order to develop and implement annual plans for improving secondary special education and transition services in local communities. To achieve statewide implementation of the model utilizing procedures and materials being developed as a foundation for such implementation.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implement needs assessment and program planning activities with twelve local transition teams during the summer training program in Eugene, OR.
2. Negotiate and award special grants to twelve local transition teams.
3. Provide technical assistance a minimum of three times to each local transition team during the 1987-88 academic year.
4. Evaluate the extent to which each local transition team has achieved the objectives of its annual plan during the 1987-88 academic year.
5. Prepare a manual describing local transition team procedures for developing and implementing an annual plan.
6. Prepare a resource guide describing exemplary programs and services that might be incorporated into a local transition team annual plan.
7. Evaluate and revise the resource guide based on feedback from local transition teams.
8. Negotiate agreements with twelve new local transition teams to participate in the project during the second year of its operation.
9. Implement the needs assessment procedures with the twelve new local transition teams.

PRIMARY GRANTEE. State education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, local education agency, community/junior college, university/four year college, JTPA service delivery area agent, community workshop, state vocational rehabilitation, state mental health division, parent organizations and state employment division.

PROJECT PRODUCTS

Product	Date Available
Project developed instruments	Currently available
Replication manual	7/88
SEA procedures manual	9/88

PROJECT PARTICIPANTS

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 10,000.

Related Service Components

Individuals receiving services (training) through project activities: 22 parents, 40 agency personnel, 3 business/industry personnel, 55 teachers, 3 project staff, 11 postsecondary faculty and 27 administrators.

PROJECT EVALUATION PLAN

Evaluation Approach(es). Goal based, goal free and decision making.

Personnel Involved in Evaluation Activities. Subcontract director, project staff and project associate.

Type of Evaluation Reporting and Audience. Executive summary for consumers, OSERS, Transition Institute, advisory board and state department of education.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Survey: Proposed standards for evaluating the quality of secondary special education and transition programs

PROJECT TITLE: Tennessee Transition Model	INSTITUTE #: 135
PROJECT DIRECTOR: Carolyn Meredith-Henderson	COMPETITION #: 84.158C
CONTACT PERSON: Carolyn Meredith-Henderson	MAILING ADDRESS: 483 River Parkway Suite 2 Sevierville, TN 37862
TELEPHONE: (615) 453-1671	
PROJECT START DATE: 9/1/86 PROJECT END DATE: 8/31/89	GEOGRAPHIC AREA SERVED: State including rural area.

PROJECT PURPOSE. To assist in the development of a statewide system of transition services by participation in interagency planning at the state and local levels and by demonstration of a transition model in a rural area.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Conduct follow-up study of special education students exiting 1979-89.
2. Revise secondary special education curriculum.
3. Develop postsecondary curriculum and home training program.
4. Establish facilities for Basic Life Skills.
5. Develop individualized recreation program.
6. Computerize database.

PRIMARY GRANTEE. Private non-profit agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Local education agency, community/junior college, university/four year college, JTPA service delivery area agent, community workshop, research institute, city/county government, state vocational rehabilitation, state department of education, state developmental disabilities, state social security, state job service and Association for Retarded Citizens.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	Currently available
Videotape	Currently available
Curricula	Currently available
Transition manual	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 425.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 425.

Handicapping Condition	No. Served	Age Range
*	425	16+

(* indicates various handicapping conditions that reflect all present or former special education students in Sevier County Schools).

Related Service Components

Individuals receiving services (training) through project activities: 200 parents.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Goal based.

Personnel Involved in Evaluation Activities. 3rd party evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Other: Inservice evaluation forms, Monitoring charts and State of Tennessee Community Skills Profile (CSP)

PROJECT TITLE: A Statewide Model for Cooperative Planning and Developing Transitional Services

INSTITUTE #: 182

PROJECT DIRECTOR: Marc Hull

COMPETITION #: 84.158C

CONTACT PERSON: Marc Hull

MAILING ADDRESS:
Vermont State Department of Education
Special Education Unit
120 State Street
Montpelier, VT 05602

TELEPHONE: (802) 828-3141, 656-1142

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/90

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To develop, implement and evaluate a model for state- and local-level interagency collaboration between the Divisions of Special Education and Vocational Education, the Division of Mental Retardation, the Division of Vocational Rehabilitation and the Department of Employment and Training. The goal is to enhance the transitional services available to youth labeled mentally retarded in Vermont.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Planning models for transitional services in area vocational centers, comprehensive regional high schools and small rural high schools.
2. Restructuring secondary service delivery models so that transitional services can be offered in all high schools in Vermont.
3. Assisting districts to identify resources for developing transitional services.
4. Assisting districts to develop transitional curricula and community-based training options.
5. Providing on-site inservice education in transitional services.
6. Developing local interagency agreements between school districts and adult service providers.
7. Developing instruments for conducting followup on students who receive transitional services.
8. Developing a state level policy on transitional services.

PRIMARY GRANTEE. State education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. University/four year college.

PROJECT PRODUCTS

Product	Date Available
Training manual	8/90
Project developed instruments	8/90
Curricula	12/89

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,200.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 400.

Handicapping Condition	No. Served	Age Range
Mild mental retardation	100	*
Moderate mental retardation	250	*
Severe mental retardation	50	*

(* no age range indicated.)

Related Service Components

Individuals receiving services (training) through project activities: 2 agency personnel, 40 teachers, 4 project staff and 20 local administrators.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer outcome status.

Evaluation Approach(es). Systems analysis, goal based and goal free.

Personnel Involved in Evaluation Activities. Project director, project coordinator and project staff.

Type of Evaluation Reporting and Audience. Formal evaluation report and data summaries for consumers, OSERS and state agencies.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Rating Scale: Employer satisfaction rating scale
Survey: Needs assessment survey
Questionnaire: Process evaluation questionnaire

PROJECT TITLE: Project PACT: Partnerships in Action for Community Transition

INSTITUTE #: 133

PROJECT DIRECTOR: Dorsey Hiltenbrand

COMPETITION #: 84.158C

CONTACT PERSON: Dorsey Hiltenbrand

TELEPHONE: (703) 876-5223

MAILING ADDRESS:
Department of Student Services & Special Ed.
Devonshire Center
2831 Graham Road
Falls Church, VA 22042

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

GEOGRAPHIC AREA SERVED: County including metropolitan area (100,000+) with public transportation.

PROJECT PURPOSE. To design and implement an integrated service system model to enhance transition for youth with handicaps to work and adult living. Project PACT will focus on the design of a cooperative agreement and implementation plan to provide a continuum of services. This will include the linkage of educational agencies, adult services, rehabilitation, mental health, advocacy organizations and the employment sector.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Develop a multi-agency cooperative agreement and implementation plan that delineates objectives, roles and responsibilities.
2. Utilize the vocational planning guides for handicapped students, 7-12th grades, to incorporate input from school and community personnel in the assessment of and individual planning for transitional services (to include vocational and support services).
3. Jointly develop and implement a curriculum that defines and incorporates the range of skills necessary for participation in work and adult life.
4. Plan and implement a series of informational seminars and workshops for parents on transitional/post secondary services and resources for handicapped students.
5. Plan and implement a collaborative inservice training model for school and agency personnel.
6. Develop and implement a comprehensive evaluation plan to document project achievements.
7. Design and disseminate a brochure which identifies all members of this cooperative effort, outlines the role of each agency and provides a point of contact for each agency.
8. Disseminate project information to agencies and systems involved in transitional service delivery.

PRIMARY GRANTEE. Local education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. State vocational rehabilitation and state community services board.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	6/89
Training manual	9/88
Curricula	Currently available
Journal articles	Currently available
Replication manual	6/89
Summary report	Annual

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,250.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 200*.

Handicapping Condition	No. Served*	Age Range
Mild emotional disorder	5	17 - 21
Moderate emotional disorder	10	17 - 21
Severe emotional disorder	5	17 - 21
Moderate learning disability	50	17 - 21
Severe learning disability	40	17 - 21
Mild mental retardation	35	17 - 21
Moderate mental retardation	25	17 - 21
Severe mental retardation	10	17 - 21
Mild physical handicap	5	17 - 21
Moderate physical handicap	5	17 - 21
Severe physical handicap	5	17 - 21

(* indicates participation in the curriculum component only)

Related Service Components

Individuals receiving services (training) through project activities: 400 parents, 30 agency personnel, 20 business/industry personnel, 200 teachers and 100 guidance counselors.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client integration into environment, student/client follow-up status, student/client employment status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project.

Evaluation Approach(es). Systems analysis, goal based, decision making and professional review.

Personnel Involved in Evaluation Activities. Project director, project coordinator, staff evaluator, vocational rehabilitation agency representative and community services board representative.

Type of Evaluation Reporting and Audience. Formal evaluation report, brochure/pamphlet and followup survey of graduates for consumers, OSERS, Transition Institute, advisory board, vocational rehabilitation and community services board.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Interview: Survey interview for graduate followup
Survey: Needs assessment - training needs for agency personnel and parents

NOTE: 1988 Project Profile generated by Technical Assistance Program staff from 1987 Project Profile.

PROJECT TITLE: Project VAST

INSTITUTE #: 131

PROJECT DIRECTOR: Anthony G. Fiana

COMPETITION #: 84.158C

PROJECT COORDINATOR: Raymond C. Graesser

CONTACT PERSON: Raymond C. Graesser

MAILING ADDRESS:
Virginia Department of Education
P.O. Box 60
Richmond, VA 23216

TELEPHONE: (804) 225-2880

SPECIAL NET USER ID: VA.SE

PROJECT START DATE: 10/1/86
PROJECT END DATE: 9/30/89

GEOGRAPHIC AREA SERVED: State.

PROJECT PURPOSE. To develop a model at state and local levels which insures students with disabilities in Virginia will receive transition services focusing on career preparation, employment, independence and successful life adjustment through a formal organized case management system. The service delivery model involves ten state agencies and a computerized transition information system.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Replicate transition procedures in eight additional sites.
2. Expand transition information system to include client tracking and resource information.
3. Revise project handbook and training package.
4. Train local task force team members.
5. Provide inservice and technical assistance to implementation sites.
6. Conduct professional presentations at state and local conferences.

PRIMARY GRANTEE. State department of education.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, local education agency, community/junior college, university/four year college, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, community education/rehabilitation facility, state vocational rehabilitation, state employment commission, state department for the rights of the disabled, state department for the deaf and hard of hearing and state department for the visually handicapped.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	10/22/87
Training manual	6/87
Slide presentation	6/87
Replication Manual	6/87

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 240.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 240.

Handicapping Condition	No. Served	Age Range
Mild/moderate autism	2	16 - 22
Severe/profound autism	2	16 - 22
Mild/moderate behavioral disorder	7	16 - 22
Severe/profound behavioral disorder	3	16 - 22
Mild/moderate brain damage	5	16 - 22
Severe/profound brain damage	4	16 - 22
Mild/moderate cerebral palsy	6	16 - 22
Severe/profound cerebral palsy	6	16 - 22
Mild/moderate chronic mental illness	8	16 - 22
Severe/profound chronic mental illness	8	16 - 22
Mild communication disorder	4	16 - 22
Moderate communication disorder	4	16 - 22
Severe/profound communication disorder	8	16 - 22
Developmental disability	100	16 - 22
Mild emotional disorder	6	16 - 22
Moderate emotional disorder	6	16 - 22
Severe/profound emotional disorder	5	16 - 22
Mild epilepsy	10	16 - 22
Severe epilepsy	10	16 - 22
Mild health impairment	10	16 - 22
Severe health impairment	10	16 - 22
Mild hearing impairment	10	16 - 22
Severe hearing impairment	10	16 - 22
Mild learning disability	40	16 - 22
Severe learning disability	40	16 - 22
Mild mental retardation	40	16 - 22
Severe mental retardation	40	16 - 22
Mild physical handicap	10	16 - 22
Severe/profound physical handicap	20	16 - 22
Mild speech impairment	5	16 - 22
Moderate speech impairment	5	16 - 22
Severe/profound speech impairment	5	16 - 22
Mild spinal cord injury	5	16 - 22
Moderate spinal cord injury	5	16 - 22
Severe/profound spinal cord injury	10	16 - 22
Mild traumatic head injury	3	16 - 22
Severe traumatic head injury	10	16 - 22
Mild visual impairment	10	16 - 22
Severe visual impairment	10	16 - 22
Dropouts	15	16 - 22
Economically disadvantaged	30	16 - 22
Minority youth	120	16 - 22
Substance abuse	4	16 - 22

Related Service Components

Individuals receiving services (training) through project activities: 120 agency personnel, 24 teachers and 2 project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis, goal based and professional review.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff, advisory board, 3rd party evaluator and task force.

Type of Evaluation Reporting and Audience. Formal evaluation report and executive summary for OSERS, Transition Institute, advisory board, state agency and state task force.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WISC-R and WAIS-R

Other types: Special Aptitude Tests, Vocational Skills, Academic Achievement, Language Tests; Social Skills; Career Interest Inventories; Survival Skills; Daily Living Skills; Dexterity/Manual Skills; and Vocational Adaptive Rating Scale

PROJECT TITLE: Project PLACEMENT

PROJECT DIRECTOR: Anthony Faina

PROJECT COORDINATOR: Susan Sinkewiz

CONTACT PERSON: Susan Sinkewiz

TELEPHONE: (804) 225-2899

PROJECT START DATE: 7/1/87
PROJECT END DATE: 6/30/87

INSTITUTE #: 183

COMPETITION #: 84.158C

MAILING ADDRESS:
VA State Department of Education
P. O. Box 6-Q, 23rd Floor
Richmond, VA 23216-2060

GEOGRAPHIC AREA SERVED: Rural area and suburb of a metropolitan area.

PROJECT PURPOSE. To develop, implement and refine a model which ensures successful competitive employment for job-ready special education students exiting the public schools through establishment of business, industry, education, rehabilitation, and state employment service alliance; interagency planning and collaboration; development and implementation of a job readiness assessment system; utilization of client tracking system; job placement; and development of employer services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Development and implementation of job readiness assessment system.
2. Implementation of coordinated placement procedures across agencies in two localities.
3. Development of training materials and project operations manual.
4. Inservice of local placement teams in two localities.
5. Formation of State Project Advisory Committee.
6. Establishment of state employer network.
7. Establishment of local employer networks in two localities.

PRIMARY GRANTEE. State education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Rehabilitation facility, state department of vocational rehabilitation and state employment commission.

PROJECT PARTICIPANTS

Related Service Components

Individuals receiving services (training) through project activities: Parents, agency personnel, business/industry personnel, teachers and project staff.

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 560.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 560.

Handicapping Condition	No. Served	Age Range
Mild behavioral disorders	*	18 - 20
Mild brain damage	*	18 - 20
Mild cerebral palsy	*	18 - 20
Mild communication disorder	*	18 - 20
Mild deaf/blind	*	18 - 20
Mild developmental disability	*	18 - 20
Mild emotional disorder	*	18 - 20
Mild hearing impairment	*	18 - 20
Mild learning disability	*	18 - 20
Mild mental retardation	*	18 - 20
Mild multiple handicap	*	18 - 20
Mild speech impairment	*	18 - 20
Mild visual impairment	*	18 - 20

(* = no numbers indicated).

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R and WISC-R
Vocational Skills: Vocational Assessment and Curriculum Guide
Adaptive Behavior/Survival Skills: Street Survival Skills Questionnaire
Academic Achievement: Wide Range Achievement Test

Type and name of locally/project developed instruments.

Observation Form: Daily living skills observation and Work behavior observation form
Checklist: Independent living skills checklist
Rating Scale: Employer satisfaction rating
Interview: Intake interview

SUMMARY OF 84.158C EXPIRED PROJECT PROFILES

PROJECT PURPOSE

Federal funding for 16 projects in this competition expired in August and September, 1987. The overall purpose stated by these projects was to improve employment outcomes for students served through the project model. Two projects focused on statewide system change. The projects served youth with various handicapping conditions.

FOCUS OF CONTINUATION ACTIVITIES

Twelve projects reported on the extent of continuation activities upon expiration of federal funding. Of the reporting projects, six are focusing on dissemination activities. Expansion of project services and manpower training were each reported as a continuation focus for five projects.

PROJECT COMPONENTS BEING CONTINUED

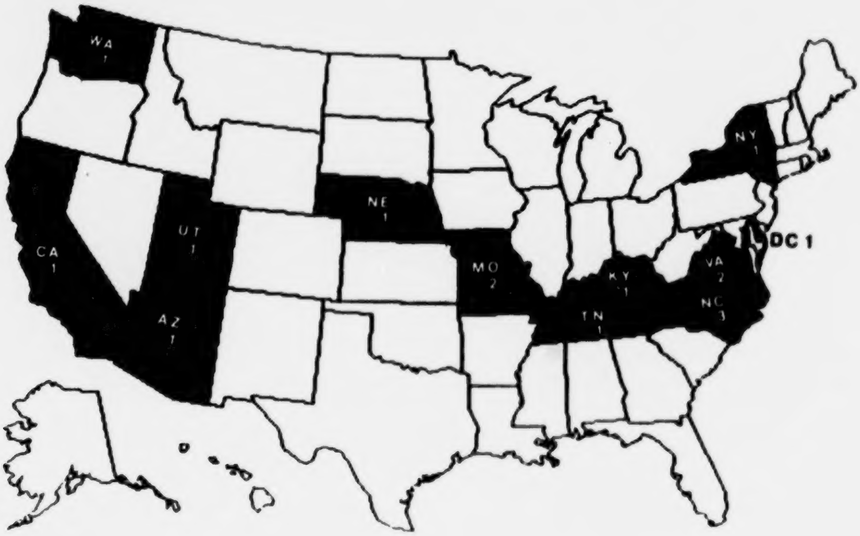
Of the 12 projects reporting on continuation activities, six projects indicated the continuation of major program components through agencies other than the primary grantee. Seven projects reported training as a program component being continued. Other program components being continued by at least one-third of the reporting projects include: assessment, placement, followup, education, dissemination, agency coordination, identification of employers/business sites and provision of transitional/employment and support services.

PROJECT PRODUCTS

Twelve projects reported on the availability of project products. Eight projects indicated the development of a project brochure, and six projects reported the availability of a parent handbook. Seven training manuals have been developed by four projects, and six articles have been written by three projects. Replication manuals and project developed instruments were each reported as products by three projects. Slide presentations/videotapes have been developed by three projects. Other singular products included newsletter, resource directory, curricula, student handbook and teacher handbook.

LOCATION OF 84.158C EXPIRED PROJECTS

The map below depicts the location of the 16 expired projects in this competition.


WA 1
NY 1
NE 1
UT 1
CA 1
DC 1
MO 2
KY 1
VA 2
NC 3
TN 1
AZ 1

PROJECT TITLE: Project MEAL

INSTITUTE #: 51

CONTACT PERSON: Dorothy Crawford

COMPETITION #: 84.158C

TELEPHONE: (602) 254-0822

MAILING ADDRESS:
R & D Training Institutes
P. O. Box 15112
Phoenix, AZ 85060

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a model which provides successful transition for persons with learning disabilities to optimal employment that is commensurate with their capabilities. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continue program as developed during grant period.
2. Disseminate project products.
3. Present model at national conferences to demonstrate replication process.
4. Initiate extended services.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Core training and Vocational skill related training/Dorothy Crawford or George Roybal, R & D Training Institutes, P. O. Box 15112, Phoenix, AZ, (602) 254-0822.
2. Vocational training/Carie Brauer, Maricopa Skill Center, Rio Salado Community College, (602) 437-1550.
3. Job placement/Adriane Mucheck, Southwest Business, Industry and Rehabilitation Association, (602) 949-0135.
4. Job placement monitoring and Followup/George Roybal, R & D Training Institutes, P. O. Box 15112, Phoenix, AZ, (602) 254-0822.
5. Vocational assessment, Bill Gadzia, Maricopa Skill Center, (602) 437-1550.

PROJECT PRODUCTS

Product Type/Title

Project developed instruments//Varied forms and checklists: Available from R & D Training Institutes, Inc., P. O. Box 15112, Phoenix, AZ.

Replication manual//MEAL manual: Available @$10.00 from R & D Training Institutes, Inc., P. O. Box 15112, Phoenix, AZ.

PROJECT TITLE: Project L.I.V.E.

CONTACT PERSON: Gerry Schwarzentraub

TELEPHONE: (209) 944-4872

DATE FEDERAL FUNDING EXPIRED: 9/30/87

INSTITUTE #: 40

COMPETITION #: 84.158C

MAILING ADDRESS:
Stockton Unified School District
701 N. Madison
Stockton, CA 95202

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and implement a cooperative transitional services model that will prepare special education students for transition to employment and independent living. The primary handicapping condition(s) of the students/clients served by this project included: learning disability and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Adding an additional classroom at Adult Education to provide services for an additional fourteen students.
2. Adding an Adult Education funded staff member to provide supported work activities.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Community-based education, Job development, Followup, Placement, Job coaching, Student support services and Service management/Peig Fairbrook, Stockton Unified School District, 701 N. Madison, Stockton, CA 95202, (209) 944-4497.

PROJECT PRODUCTS

Product Type/Title

Brochure//Project L.I.V.E. brochure: Available at no cost from Stockton Unified School District, 701 N. Madison, Stockton, CA 95202, (209) 944-4497.

Replication manual//Project L.I.V.E.: Available @$8.00 from Stockton Unified School District, 701 N. Madison, Stockton, CA 95202, (209) 944-4497.

PROJECT TITLE: Transition Improvement Planning (TIP)

INSTITUTE #: 48

CONTACT PERSON: Michael Norman

COMPETITION #: 84.158C

TELEPHONE: (606) 257-1337

SPECIAL NET USER ID: MNORMAN

DATE FEDERAL FUNDING EXPIRED: 9/30/87

MAILING ADDRESS:
Human Development Institute
Porter Building
University of Kentucky
Lexington, KY 40506

PROJECT PURPOSE. The purpose of this federally funded project was: to improve programs preparing youth with handicaps for transition from school age programs to community living and employment.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Training of 20 community transition teams.
2. Dissemination of transition manuals.
3. Dissemination of TIP newsletters.
4. Recommendations of state transition model.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Local district consultation, Technical assistance, Training and Materials distribution/Bill Sterns, KDE/OEEC - 8th Floor, Capital Plaza Tower, Frankfort, KY 40601, (502) 564-4970.

PROJECT PRODUCTS

Product Type/Title

Brochure//Transition: Available from Human Development Institute, University of Kentucky, Porter Building, Lexington, KY 40506.

Newsletter//LEA/Agency Newsletter: Available from Human Development Institute, University of Kentucky, Porter Building, Lexington, KY 40506.

Parent handbook//Currently being developed.

Training manual//Transition Improvement Planning Guide: Available from Human Development Institute, University of Kentucky, Porter Building, Lexington, KY 40506.

Videotape//Transition: What the Future Holds (30 minutes): Available from Human Development Institute, University of Kentucky, Porter Building, Lexington, KY 40506.

Article//Possible Dreams: Available in Counterpoint, February 1987.

PROJECT TITLE: STEEP Span

INSTITUTE #: 42

CONTACT PERSON: Patrick J. McGinn

COMPETITION #: 84.158C

TELEPHONE: (816) 833-4417

MAILING ADDRESS:
Independence School District
14220 E. 35th Street
Independence, MO 64055

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to strengthen and coordinate education, training and related services that assist handicapped youth in the transition to competitive or supported employment, postsecondary education, vocational training, continuing education, or adult services. The project provides preparatory vocational training, job site development within the community, and needed transitional support services in the least restrictive environment. Provide vocational evaluation and training to handicapped youth to promote a successful transition from school to work. The service delivery model is one of direct intervention and training. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, cerebral palsy, developmental disability, emotional disorder, epilepsy, health impairment, learning disability, mental retardation and physical handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Vocational material development.
2. Daily living skills material development.
3. Develop audio and visual tapes.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Vocational evaluation, Prevocational training and Academics related to vocational training or job placement/Patrick J. McGinn, Independence School District, 14220 E. 35th Street, Independence, MO 64055.
2. Job placement, Job coaching and Job referral/Patrick J. McGinn, Independence School District, 14220 E. 35th Street, Independence, MO 64055.
3. Vocational training, Job training, Employer training on handicapped employee, Postsecondary placement and training/Patrick J. McGinn, Independence School District, 14220 E. 35th Street, Independence, MO 64055.
4. Curriculum development, Material development and Dissemination/Patrick J. McGinn, Independence School District, 14220 E. 35th Street, Independence, MO 64055.

PROJECT PRODUCTS

Product Type/Title

Brochure//STEEP Span: available at no cost from Patrick J. McGinn, Independence School District, 14220 E. 35th Street, Independence, MO 64055.

Parent handbook, Training manual, Videotape and Curricula//currently being developed.

Student handbook//STEEP Span Student Handbook: available at no cost from Patrick J. McGinn, Independence School District, 14220 E. 35th Street, Independence, MO 64055.

Slide presentation//STEEP Span Slide Presentation: Contact Patrick J. McGinn, Independence School District, 14220 E. 35th Street, Independence, MO 64055, for ordering information.

PROJECT TITLE: Project PET

INSTITUTE #: 39

CONTACT PERSON: Sue Ann Morrow

COMPETITION #: 84.158C

TELEPHONE: (816) 665-9465

MAILING ADDRESS:
EDGE, Inc.
301 E. Missouri
Kirksville, MO 63501

DATE FEDERAL FUNDING EXPIRED: 8/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and implement a model cooperative plan to insure the effective and timely transition of persons with developmental disabilities into the world of work. This plan will be developed by a planning committee consisting of adult service providers, parents, school personnel and employers and implemented through a Community Transition Center. In addition, recently graduated students, unemployed or underemployed, are provided vocational training utilizing the Supported Employment Model as well as related skill training. The primary handicapping condition(s) of the students/clients served by this project included: developmental disability, emotional disorder, mental retardation and traumatic head injury.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Supported employment (job coach and work crew options)/Services purchased by Missouri Vocational Rehabilitation, Charles Kimberline, 304 S. Franklin, Kirksville, MO 63501; Department of Mental Health, Tim Magruder, 1702 E. LaHouse, Kirksville, MO 63501.
2. Supported employment (job coach and work crew options)/EDGE (vendor), Sue Ann Morrow, 301 E. Missouri, Kirksville, MO 63501.

PROJECT PRODUCTS

Product Type/Title

Brochure: Available at no cost from EDGE, Inc., 301 E. Missouri, Kirksville, MO 63501.

Parent handbook and teacher handbook//Currently being developed: Contact EDGE, Inc., 301 E. Missouri, Kirksville, MO 63501 for further information.

PROJECT TITLE: A Planning Model for the Development of Intersector Agreements and Transitional Services

INSTITUTE #: 37

COMPETITION #: 84.158C

CONTACT PERSON: Barb Elliott

MAILING ADDRESS:
Educational Service Unit #9
P. O. Box 2047
Hastings, NE 68901

TELEPHONE: (402) 463-5611

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to improve employment outcomes for handicapped rural high school students that are currently characterized by high unemployment rates, low wages, and dependent post-evaluation living arrangements. To develop an interagency joint working group at the local level to improve the transition from school to work and to establish supported employment options which are community and interagency supported. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, hearing impairment, learning disability, mental retardation, speech impairment and multiple handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continue to refine secondary vocational curriculum and secondary transition process.
2. Continue parent and staff training.
3. Continue to work with state level agencies on dissemination.
4. Continue to work with local intersector group to refine and further develop job coach/supported employment model.
5. Continue longitudinal evaluation studies.
6. Prepare journal articles.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake, Eligibility determination, Assessment, Referral and Placement/Barb Elliott, Educational Service Unit #9 in conjunction with LEA and Jack Shepard, Vocational Rehabilitation and other state agencies.
2. Dissemination, Followup and Training/Barb Elliot, Educational Service Unit #9 in conjunction with LEA and Jack Shepard, Vocational Rehabilitation and Mid-Nebraska Mental Retardation Services.
3. Education, Program refinement and Longitudinal evaluation/Barb Elliot, Educational Service Unit #9.
4. Interagency coordination/Intersector group representing Educational Service Unit #9, LEA, Vocational Rehabilitation, Mid-Nebraska Mental Retardation Services and Job Service.

PROJECT PRODUCTS

Product Type/Title

Brochure//Supported Employment Specialists: Available from ESU #9, P. O. Box 2047, Hastings, NE 68901.

Parent handbook//Agency Resource Guide: Available from ESUnit #9, P. O. Box 2047, Hastings, NE 68901.

Training manual//Cooperative Vocational Handbook: Available from ESU #9, P. O. Box 2047, Hastings, NE 68901.

Training manual//Developmental Training Program Curriculum: Available from ESU #9, P. O. Box 2047, Hastings, NE 68901.

Training manual//Developmental Training Program Transition Guide: Available from ESU #9, P. O. Box 2047, Hastings, NE 68901.

Project developed instruments//Longitudinal evaluation study format: Available from ESU #9, P. O. Box 2047, Hastings, NE 68901.

Journal article//Transition Process: Definition for Rural Areas: Rural Special Education Quarterly - ACRES, Volume 8, #3.

Journal article//Postsecondary Community Placement of Handicapped Students: Learning Disabaility Quarterly, Volume 9, Fall 1986.

PROJECT TITLE: Assisting Learning Disabled Students Transition to Postsecondary Programs through Cooperative Planning at the Secondary Level

INSTITUTE #: 46

COMPETITION #: 84.158C

CONTACT PERSON: Lawrence C. Gloeckler

TELEPHONE: (518) 474-5548

SPECIAL NET USER ID: NY.SE

MAILING ADDRESS:
Assistant Commissioner
NYS Department of Education
Room 1073, EBA
Albany, NY 12234

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a model for assisting LD students make a successful transition from secondary school to postsecondary education. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Expand activities at original project sites.
2. Replicate model at other sites.
3. Provide training for new project participants.
4. Disseminate project final report and description of model upon request.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Training, Education, Dissemination, Replication and Agency coordination/Nancy Lauria, NYSED, Room 1069 EBA, Albany, NY 12234, (518) 474-8917.

PROJECT PRODUCTS

Product Type/Title

Project developed instruments//Description of Model Data Collection Instruments: Product information available from Nancy Lauria, NYS Education Department, Room 1069, EBA, Albany, NY 12234.

Final report: Product information available from Nancy Lauria, NYS Education Department, Room 1069, EBA, Albany, NY 12234.

PROJECT TITLE: Competitive Employment through Vocational Experience

CONTACT PERSON: David W. Test

TELEPHONE: (704) 547-2531

DATE FEDERAL FUNDING EXPIRED: 9/30/87

INSTITUTE #: 41

COMPETITION #: 84.158C

MAILING ADDRESS:
Special Education Department
University of North Carolina-Charolette
Charlotte, NC 28223

PROJECT PURPOSE. The purpose of this federally funded project was: to provide handicapped secondary students with competitive and volunteer work opportunities to compensate for the lack of work experience prior to graduation as well as provide each student with specific guidance in seeking employment through a written transition model. The primary handicapping condition(s) of the students/clients served by this project included: learning disability, mental retardation, physical handicap and traumatic head injury.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Placement, Training, Follow-along, Job coaching and Research/Ms. Pat Keul, Supported Employment Training, Inc..

PROJECT PRODUCTS

Product Type/Title

Parent handbook//Planning for transition: Answers for parents: Available at no cost from David W. Test, Department of Special Education, UNC-Charolette, Charlotte, NC 28223.

Replication manual//Providing supported work experience through job coaching: Available at no cost from David W. Test, Department of Special Education, UNC-Charolette, Charlotte, NC 28223.

Other manual//Writing transition plans: Available at no cost from David W. Test, Department of Special Education, UNC-Charolette, Charlotte, NC 28223.

Journal article//A cooperative model of transitional services for mildly handicapped youth by D. W. Test, P. K. Keul and T. Grossi (in press), The Journal for Vocational Special Needs Education: Available @$2.17 from David W. Test, Department of Special Education, UNC-Charolette, Charlotte, NC 28223.

Journal article//A functional analysis of the acquisition and maintenance of janitorial skills in a competitive work setting by D. W. Test, P. K. Keul and T. Grossi (in press), The Journal of the Association for Persons with Severe Handicaps: Available @$1.96 from David W. Test, Department of Special Education, UNC-Charolette, Charlotte, NC 28223.

Journal article//A comparison of the social interactions of workers with and without disabilities by D. W. Test, C. Farebrother and F. Spooner (in press), Journal of Employment Counseling: Available @$1.96 from David W. Test, Department of Special Education, UNC-Charolette, Charlotte, NC 28223.

PROJECT TITLE: Planning and Developing Cooperative Models of Transitional Services for North Carolina's Handicapped Youth

INSTITUTE #: 43

COMPETITION #: 84.158C

CONTACT PERSON: Susan Gurganus

MAILING ADDRESS:
Division for Exceptional Children
NC Department of Public Instruction
116 W. Edenton Street
Raleigh, NC 27603-1712

TELEPHONE: (919) 733-3004

SPECIAL NET USER ID: NC.SE

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to effect statewide improvement in services for handicapped youth by assisting local education and human service organizers to cooperatively plan the transitional and adult services needed by handicapped youth.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Inservice training, four statewide workshops held for transition service providers.
2. Continue information dissemination to key individuals and groups in North Carolina.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Training, Agency coordination and Information dissemination/Susan Gurganus, Division of Excpetional Children, NC Department of Public Instruction, 116 W. Edenton Street, Raleigh, NC 27603-1712, (1919) 733-3004.

PROJECT PRODUCTS

Product Type/Title

Training manual//Transition: A handbook for service providers: Available at nominal cost from Office of Publications, NC Department of Public Instruction, 116 W. Edenton Street, Raleigh, NC 27603-1712.

PROJECT TITLE: Transition from School to Adult Life

INSTITUTE #: 47

CONTACT PERSON: Debra N. Hatcher

COMPETITION #: 84.158C

TELEPHONE: (919) 782-8346

MAILING ADDRESS:
Employment Opportunities, Inc.
3509 Haworth Drive, Suite 402
Raleigh, NC 27609

DATE FEDERAL FUNDING EXPIRED: 8/87

PROJECT PURPOSE. The purpose of this federally funded project was: to provide the opportunity for students with disabilities to experience and learn about the local job market, job seeking skills, and relatedness of avocational planning in order to smooth the transition from school to work. The primary handicapping condition(s) of the students/clients served by this project included: autism and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. State funding of 5 positions.
2. Provide direct student services on at least a semester-long basis.
3. Strengthen interagency coordination.
4. Continue identification of businesses interested in working with public schools.
5. Continue services for those students in last year of self-contained classes.
6. Develop program brochure and conduct monthly educational seminars for parents.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Tour and trial of community work sites, Volunteer work experience, Community resource training, Identification of business sites, Interagency coordination and Leisure education/Debbie Thomas, ARC/Wake County, United Way Center, 100 Wake Forest Road, Raleigh, NC 27604, (919) 832-2660.

PROJECT PRODUCTS

Product Type/Title

Brochure: For product information, call Debbie Thomas at Wake Association for Retarded Citizens, 919/832-2660.

Parent handbook: Product available October 1988.

Slide presentation: For product information, call Debbie Thomas at Wake Association for Retarded Citizens, 919/832-2660.

Resource directory//Community resources in transition - A description of adult services available in Raleigh, NC: Available @$2.50 from Employment Opportunities, Inc., 3509 Haworth Drive, Suite 402, Raleigh, NC 27609.

PROJECT TITLE: Transition Employment Program

INSTITUTE #: 38

CONTACT PERSON: Terence W. Adams

COMPETITION #: 84.158C

TELEPHONE: (615) 832-4222

MAILING ADDRESS:
Genesis Learning Center
477 McMurray Drive
Nashville, TN 37211

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and disseminate a national model for transition of developmentally disabled handicapped youth, who are exiting school for the first time and entering the adult community, with an emphasis on employment and extended job placement. The primary handicapping condition(s) of the students/clients served by this project included: cerebral palsy, developmental disability, emotional disorder, learning disability, mental retardation, physical handicap and spinal cord injury.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continued client expansion.
2. Training job instructors for other agencies, i.e., vocational rehabilitation.
3. Expanded employer recruitment.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Job instructor training, TEP client orientation, Job placement and Employer recruitment/Terence W. Adams, Genesis Learning Centers, 477 McMurray Drive, Nashville, TN 37211.

PROJECT PRODUCTS

Product Type/Title

Brochure//Transition Employment Program brochure: Available at no cost from Terence W. Adams, Genesis Learning Centers, 477 McMurray Drive, Nashville, TN 37211.

Training manual//TEP Orientation Manual: Contact Terence W. Adams, Genesis Learning Centers, 477 McMurray Drive, Nashville, TN 37211 for further information on cost.

Training manual//Job Instructor Training Manual: Contact Terence W. Adams, Genesis Learning Centers, 477 McMurray Drive, Nashville, TN 37211 for further information on cost.

PROJECT TITLE: Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth

INSTITUTE #: 44

CONTACT PERSON: Kathleen K. May

COMPETITION #: 84.158C

TELEPHONE: (804) 321-7474

MAILING ADDRESS:
Children's Hospital
2924 Brook Road
Richmond, VA 23230

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a cooperative model for providing vocationally-oriented rehabilitation and education services to youth with severe physical disabilities ages 14 - 22. The primary handicapping condition(s) of the students/clients served by this project included: cerebral palsy, spinal cord injury, traumatic head injury, cardiac disorder, polyarticular juvenile arthritis, muscular dystrophy, osteogenesis impairment, aneurysm and spina bifida.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Vocational assessment of disabled youth, 21 and younger and Career exploration visits/Kathleen K. May, Children's Hospital, 2924 Brook Road, Richmond, VA 23230.

PROJECT PRODUCTS

Product Type/Title

1. Brochure: Available at no cost from Rebecca T. Turlington, Career Development Department, Children's Hospital, 2924 Brook road, Richmond, VA 23230.
2. Curricula//Social skills, job seeking skills, job retention skills, independent living skills including teaching notes, goals and objectives, activities and worksheets: Available @$25.00 from Rebecca T. Turlington, Career Development Department, Children's Hospital, 2924 Brook road, Richmond, VA 23230.

PROJECT TITLE: Developing Cooperative State Models for Planning & Developing Transition Services to Meet the Needs of Disabled Youth: An Interagency Approach

INSTITUTE #: 52

COMPETITION #: 84.158C

CONTACT PERSON: Cynthia G. Brown

TELEPHONE: (202) 393-8159

DATE FEDERAL FUNDING EXPIRED: 9/30/87

MAILING ADDRESS:
CCSSO
400 N. Capitol Street, N.W.
Washington, DC 20001

PROJECT PURPOSE. The purpose of this federally funded project was: to initiate and document five comprehensive state interagency models supportive of successful transition approaches and programs for disabled youth.

****

PROJECT TITLE: Utah Transition Planning and Employment Project

INSTITUTE #: 36

CONTACT PERSON: Susan S. Behle

COMPETITION #: 84.158C

TELEPHONE: (801) 533-7146

MAILING ADDRESS:
Utah Department of Social Services
DSH, 150 W. North Temple, 2nd Floor
Salt Lake City, UT 84109

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to facilitate the transition of students with severe handicaps from high school to adult services and community-based employment alternatives. The primary handicapping condition(s) of the students/clients served by this project included: cerebral palsy, communication disorder, developmental disability, mental retardation, physical handicap and speech impairment.

PROJECT TITLE: Project STEER

INSTITUTE #: 45

CONTACT PERSON: Mary Kelvin

COMPETITION #: 84.158C

TELEPHONE: (804) 264-3157

MAILING ADDRESS:
Virginia Department for the Visually Handicapped
Education Services
397 Azalea Avenue
Richmond, VA 23227

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop cooperative model programs in Virginia that will facilitate effective integration of visually impaired students into vocational education programs and ultimately into competitive employment. The primary handicapping condition(s) of the students/clients served by this project included: visual impairment.

****

PROJECT TITLE: Cooperating Models for Planning and Developing Services for Mildly Handicapped Individuals

INSTITUTE #: 50

COMPETITION #: 84.158C

CONTACT PERSON: Carol Richardson

MAILING ADDRESS:
Organizational Architects, Inc.
100 West First Street
Aberdeen, WA 98520

TELEPHONE: (206) 533-4387

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to design and implement a program which aims to provide transition services from school to work for handicapped youth in rural areas. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, developmental disability, learning disability, mental retardation and speech impairment.

COMPETITION PROFILE: CFDA 84.158L

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH: MODELS FOR PROVIDING SECONDARY MAINSTREAMED LEARNING DISABLED AND OTHER MILDLY HANDICAPPED STUDENTS WITH JOB RELATED TRAINING

INITIAL COMPETITION: 12/15/86

PURPOSE OF COMPETITION

The purpose of this priority was to provide support to projects that: (1) identify the job related training and experience needed by mainstreamed secondary-aged learning disabled and other mildly handicapped students to successfully exit school to competitive employment and an independent adult life; (2) develop vocational/ occupational intervention models providing job-related training and experience while maintaining the students placement predominantly with general education; and (3) evaluate the effectiveness of the model using quantitative and qualitative evaluation approaches and incorporating comparison groups or cohorts into the evaluation design.

The target population was specified for this competition as students at the secondary level with a learning disability or other mild handicap receiving special education services within the general education class or receiving up to two hours of special education per day within a resource room class setting. Projects were to submit detailed information regarding the needs and problems encountered by the target population. Suggested components for inclusion in projects were: a 13th year component, job placement, counseling, on-the-job training, independent living skill training, and interpersonal skill training.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act as amended by the Education of the Handicapped Amendments of 1983, P.L. 98-199.

ELIGIBLE RECIPIENTS

Institutions of higher education, State educational agencies, local educational agencies, and other public and private non-profit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities under the JTPA).

FUNDS AVAILABLE

Approximately $700,000 was expected to be available for support of up to seven projects.

NUMBER OF GRANTS AWARDED

Ten grants were awarded under this competition.

DURATION

Project support was available for up to three years under this competition subject to an annual review of progress and availability of funds.

SUMMARY OF 84.158L PROJECT PROFILES

PRIMARY GRANTEE

Five grants were awarded to universities under this competition. Two awards were received by local education agencies and two nonprofit agencies received grant awards. A community college also received a grant award.

PROJECT PARTICIPANTS

Projects under this competition were to target mainstreamed secondary-aged youth with learning disabilities or other mild handicapping conditions. With ten projects reporting, an estimated 4221 youth are being impacted by the projects in this competition. Approximately 1201 youth are reported as receiving direct services. Eight projects reported on direct services. Of the youth receiving direct services, 83% have a learning disability. The age range of the youth is from 14 to 24 years.

Seven projects reported on the provision of related service components. Teachers are receiving service/training from five projects, with three projects reporting services to 161 teachers. Two projects are providing training to 340 parents, two projects each are also serving business/industry personnel, postsecondary faculty and undergraduate students. Agency personnel and project staff are receiving related service/training from three projects each.

COOPERATING AGENCIES & ORGANIZATIONS

Five projects reported cooperating agencies and organizations. Four projects are cooperating with public secondary schools or local education agencies. Two projects are collaborating with community colleges, and two projects are cooperating with JTPA service delivery area agents. State vocational rehabilitation agencies were also indicated as cooperating agencies by two projects.

PRODUCTS

Nine projects reported on product development. Six projects indicated the development of curricula, and four projects indicated the development each of brochures, training manuals, articles and replication manuals. Newsletters, student handbooks, and instruments were reported as products by three projects each. Two projects are developing parent handbooks, and one project anticipates development of a videotape.

PROJECT EVALUATION PLAN

Nine of the ten projects indicated the use of systems analysis as an evaluation approach. Five projects reported using a goal based approach; three in conjunction with systems analysis. Three projects reported using decision making, three indicated case study, and two projects reported using professional review.

All ten projects are collecting information on students/clients, specifically student/client progress in training programs. Eight of the projects indicated data collection on the number receiving direct or related services, assessment results for student/client and student/client followup status. Seven projects reported collecting information on the number referred to project services, intake/referral information, student/client progress in education programs, student/client employment status, and student/client outcome status.

Seven projects are collecting information on employers. Six projects reported collecting information on employer characteristics/demographics and employer satisfaction with student, project activities, etc.. Employer outcome status data is being collected by four projects. Postsecondary information is being collected by eight projects, six compiling postsecondary education/training demographics. Five projects indicated data collection on postsecondary education/training outcomes.

Nine projects reported on instrumentation in project evaluation, seven of which indicated the use of commercially available instruments to assess specific student competency areas. Four projects reported using commercial instruments to assess career interests. Three projects reported instruments in vocational competency areas. Two projects each indicated using instruments in the general competency areas of general ability/intelligence, social skills, personality and academic achievement. Eight projects indicated the use of project developed instrumentation. Seven projects reported using interviews and five projects indicated the use of surveys.

PROJECT OBJECTIVES

Ten projects reported on project objectives under this competition. All projects reported objectives in the general area of assessment and referral with nine projects indicating student assessment as an objective. Nine projects also indicated student placement in competitive employment as an objective while four projects reported supported work placement as an objective. Postsecondary education/training placement was reported as an objective by six projects in this competition. Followup services to project participants was indicated as an objective by six projects. In the general objective area of training/education, all projects indicated vocational training as an objective, and seven projects reported nonvocational training as an objective. Eight projects reported on counseling as an objective, the majority providing career/vocational counseling. Provision of peer support groups was reported by four projects.

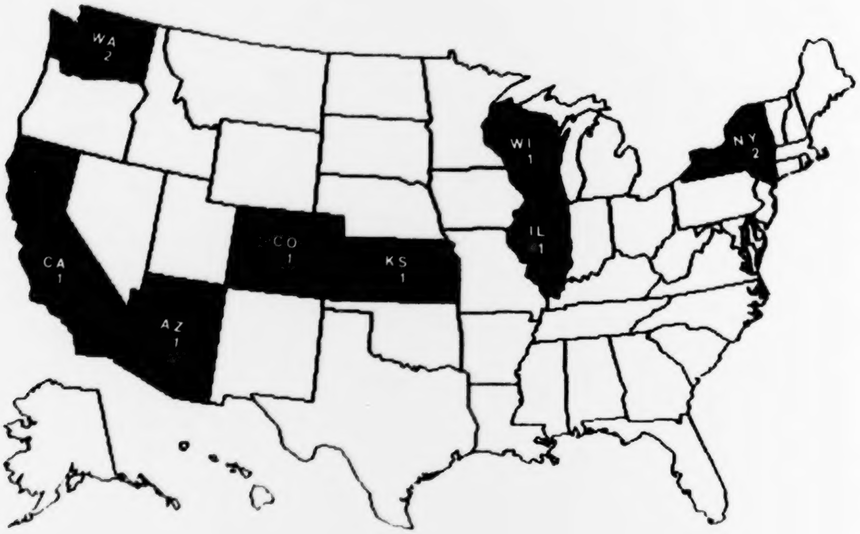
Nine projects reported on objectives in the general area of program development with all nine involved in curriculum development. Seven projects are developing instruments. In the general objective area of dissemination/replication/continuation, eight projects indicated objectives in dissemination of information and product development/dissemination. Six projects are involved in the development of interagency agreements. Seven projects reported training of professional, paraprofessionals, etc. as an objective, and seven projects indicated they were conducting workshops, conferences, inservices, etc. as an objective under manpower training. Under the general area of research, six projects indicated conducting followup studies as an objective and four projects reported empirical research as an objective.

GEOGRAPHIC AREA SERVED

Of the ten reporting projects, six reported serving major metropolitan areas. In addition, one project serves a portion of a county which includes a major metropolitan area, and one project is rural. Services to more than one county within the state were reported by two projects.

LOCATION OF 84.158L PROJECTS

The map below depicts the location of the ten currently funded projects.



PROJECT TITLE: Project A.C.T.I.V.I.T.Y.

PROJECT DIRECTOR: Betsy Bounds

PROJECT COORDINATOR: Daniel M. Perino

CONTACT PERSON: Betsy Bounds

TELEPHONE: (602) 882-2421

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

INSTITUTE #: 171

COMPETITION #: 84.158L

MAILING ADDRESS:
Tucson Unified School District
1010 E. 10th Street
Tucson, AZ 85719

GEOGRAPHIC AREA SERVED: Part of a county including metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To develop skill development packages in the areas of related basic skills, personal/social/living skills, learning strategies and pre-entry vocational skills; provide comprehensive vocational evaluations for the mildly handicapped through observation in work or training settings and appropriate standardized instruments; provide for coordination between family, school, employer and appropriate agencies; and provide counseling support.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Research and draft skill development packages for related basic skills, personal/social/living skills, learning strategies, and vocational skills.
2. Develop and implement a vocational evaluation system for students with mild handicaps.
3. Develop and implement a support group emphasizing self advocacy.
4. Develop and implement a thirteenth year program with postsecondary educational and vocational agencies in the community.

PRIMARY GRANTEE. Local education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, community/junior college, JTPA service delivery area agent, community education/rehabilitation facility, Association for Learning Disabilities, state vocational rehabilitation and state developmental disabilities.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Newsletter	5/88
Parent handbook	Currently available
Student handbook	12/88
Training manual	5/89
Project developed instruments	5/89
Videotape	12/88
Curricula	1/89
Replication manual	6/90

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 1,000.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 500.

Handicapping Condition	No. Served	Age Range
Mild chronic mental illness	77	14 - 21
Mild hearing impairment	32	14 - 21
Mild learning disability	610	14 - 21
Moderate learning disability	171	14 - 21
Mild mental retardation	79	14 - 21
Mild physical handicap	31	14 - 21

Related Service Components

Individuals receiving services (training) through project activities: 300 parents, 20 agency personnel, 200 business/industry personnel, 53 teachers, 15 project staff, 5 postsecondary faculty and 3 undergraduate/graduate students.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status, parental involvement, self-advocacy results, participation in IEP.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Goal based.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report and brochure/pamphlet for consumers, OSERS, Transition Institute, advisory board, state departments of education and vocational rehabilitation, school board and interagency council.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Special Aptitude: Bennett Mechanical Comprehension, Crawford Small Parts Dexterity Test and Minnesota Spatial Relations Test

Adaptive Behavior/Survival Skills: McCarron-Dial Work Evaluation System

Career Interest: California Occupational Preference System and Career Orientation Placement and Evaluation Survey

Dexterity/Manual Skills: Purdue Pegboard and Crawford Small Parts Dexterity

Personality: Piers Harris Self Concept

Type and name of locally/project developed instruments.

Interview: Parent interview and Student interview

Survey: Parent questionnaire, Student questionnaire, Vocational educator needs assessment and Employer needs assessment

Other: Computer assisted case management on Appleworks and Employer/student/parent contact logs

PROJECT TITLE: The Career Ladder Program

PROJECT DIRECTOR: Robert Gaylord-Ross

CONTACT PERSON: Robert Gaylord-Ross

TELEPHONE: (415) 469-1161

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

INSTITUTE #: 172

COMPETITION #: 84.158L

MAILING ADDRESS:
San Francisco State University
Department of Special Education
1600 Holloway Avenue
San Francisco, CA 94132

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To increase the likelihood of successful transition for mildly handicapped youth through implementation of program components including: pre-transitional career education inservice for teaching staff; a community vocational training and placement component; a social skills training component; a career counseling component; a follow-along monitoring service; and an interagency component.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Implement placement and followup services.
2. Develop/revise social skills training program.
3. Develop/revise counseling program.
4. Implement pre-transitional inservice.
5. Provide followup services.
6. Collect followup data on former students.
7. Establish contractural interagency linkages.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, local education agency, community/junior college, profit making agency, state vocational rehabilitation and state education agency.

PROJECT PRODUCTS

Product	Date Available
Training manual	No date indicated
Curricula	No date indicated
Project manual	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 100.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 100.

Handicapping Condition	No. Served	Age Range
Mild emotional disorder	20	*
Mild learning disability	80	*

Related Service Components

Individuals receiving services (training) through project activities: teachers.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status.

On Employers:

Employer characteristics/demographics, employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, postsecondary education/training outcomes.

Evaluation Approach(es). Goal based and decision making.

Personnel Involved in Evaluation Activities. Project director and project coordinator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS.

NOTE: Project Profile generated by Technical Assistance Program staff from grant application.

PROJECT TITLE: Trans-Act

PROJECT DIRECTOR: Frank Anderson

CONTACT PERSON: Frank Anderson

TELEPHONE: (303) 443-8789

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

INSTITUTE #: 173

COMPETITION #: 84.158L

MAILING ADDRESS:
IDEAS
Magnolia Star Route
Nederland, CO 80466

GEOGRAPHIC AREA SERVED: Region within a state inlcuding more than one county.

PROJECT PURPOSE. To enable secondary-aged, dropout handicapped youth overcome numerous systemic barriers to maturity and self-reliance through a model which engages learning disabled and other mildly handicapped migrant and minority students in a three-dimensional comprehensive program of transition services utilizing the Foxfire learning concept. The service delivery model consists of five interrelated, individual components that rely upon three modes of service delivery: didactic instruction, experiential educational techniques, and time-limited support services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Plan participant diagnosis/assessment procedures.
2. Refine formative and responsive evaluation issues.
3. Refine youth-adult partnership component.
4. Refine adapted-Foxfire curriculum.
5. Develop learning plan/job description and finalize interinstitutional agreements for work-study peer partnerships.
6. Refine support services component strategy.
7. Diagnose and assess 20 youths for pilot program.
8. Conduct field test of Foxfire and assessment programs.

PRIMARY GRANTEE. Private non-profit agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college, profit making agency, state department of education, jobs council, educational service center, health clinics and service clubs.

PROJECT PRODUCTS

Product	Date Available
Journal articles	No date indicated
Replication manual	1990

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 2,500.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 55.

Handicapping Condition	No. Served	Age Range
Mild learning disability	55	16 - 19

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and case study.

Personnel Involved in Evaluation Activities. Project director, project staff and evaluation consultant.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute, advisory board, state education agency, community colleges and job councils.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R
Language: Test of Written Language
Academic Achievement: Woodcock-Johnson Psychoeducational Battery, Woodcock Reading Mastery Test and KeyMath Diagnostic Arithmetic Test

Type and name of locally/project developed instruments.

Interview: Intake interview
Other: Student portfolios

NOTE: Project Profile generated by Technical Assistance Program staff from grant application.

PROJECT TITLE: Model for Providing Secondary Mainstreamed - "13th Year" Learning Disabled & Other Mildly Handicapped Students with Job Related Training

PROJECT DIRECTOR: Sally Vernon

PROJECT COORDINATOR: P. Hayes-Eversley

CONTACT PERSON: P. Hayes-Eversley

TELEPHONE: (312) 443-5203

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/88

INSTITUTE #: 174

COMPETITION #: 84.158L

MAILING ADDRESS:
City-Wide College
226 W. Jackson
Chicago, IL 60606

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To provide transitional services for persons with mild disabilities. This project will give students the opportunity to attain job related training and daily living experiences needed to leave school successfully, enter the labor market and achieve independence.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Staff recruitment.
2. Inservice training for staff.
3. 13th year curriculum developed.
4. 13th year student recruitment.
5. Inservices for students and parents; outline objectives of program, etc.
6. Create an individual transition plan for each student.
7. Monitor each students progress towards their own individual goals.
8. Implement evaluation strategies.
9. Prepare overview of project's findings.

PRIMARY GRANTEE. Community/junior college.

PROJECT PRODUCTS

Product	Date Available
Brochure	Currently available
Parent handbook	Currently available
Student handbook	Currently available
Training manual	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 16.

Estimated number of youth and/or adults with handicapping conditions receiving *direct* services over entire funding period: 16.

Handicapping Condition	No. Served	Age Range
Mild hearing impairment	2	18 - 21
Mild learning disability	8	18 - 24
Mild multiple handicap	1	18 - 21
Dropouts	3	21 - 25
Economically disadvantaged	2	21 - 25

Related Service Components

Individuals receiving services (training) through project activities: Agency personnel, peer tutors, teachers and project staff.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis.

Personnel Involved in Evaluation Activities. Project director, project coordinator and project staff.

Type of Evaluation Reporting and Audience. Brochure/pamphlet for other agencies and various school systems.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

General Ability/Intelligence: WAIS-R

Academic Achievement: Brigance Diagnostic Inventory of Essential Skills and Stanford Achievement Test

Type and name of locally/project developed instruments.

Checklist: Project checklist

Interview: Intake interview

PROJECT TITLE: Teaching Job Related Skills to LD Students through Existing Vocational Courses

PROJECT DIRECTOR: John M. Aiken

CONTACT PERSON: John M. Aiken

TELEPHONE: (316) 421-6550, ext. 1872

PROJECT START DATE: 10/1/87
PROJECT END DATE: 9/30/90

INSTITUTE #: 175

COMPETITION #: 84.158L

MAILING ADDRESS:
Parsons State Hospital & Training Center
2601 Gabriel
Parsons, KS 67357

SPECIAL NET USER ID: KSParsons

GEOGRAPHIC AREA SERVED: Rural area.

PROJECT PURPOSE. To identify a core set of job related skills that are prerequisities for entering into or succeeding in vocational classes that can be incorporated into a curriculum format of instruction for learning disabled learners. When the skills have been identified, the project will establish three pilot programs to demonstrate the incorporation of the core skills within the existing curricula. The pilot programs will be established at the high school, vocational technical school and community college levels.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Development, dissemination and analysis of parent, student, instructor, special education teacher survey instruments.
2. Identification of pilot sites.

PRIMARY GRANTEE. Local education agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Community/junior college and vocational technical schools.

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 30.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 20.

Handicapping Condition	No. Served	Age Range
Mild learning disability	20	16 - 21

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number receiving direct services, student/client demographics, student/client educational background data, student/client progress in training program, student/client integration into environment.

On Postsecondary Education:

Postsecondary education/training demographics, postsecondary education/training collaboration level, level of direct service provided by project, postsecondary education/training satisfaction with student/client participation, project activities, etc., postsecondary education/training outcomes.

Evaluation Approach(es). Systems analysis and professional review.

Personnel Involved in Evaluation Activities. Project director and project staff.

Type of Evaluation Reporting and Audience. Executive summary for consumers, OSERS, advisory board and school boards of pilot sites.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Rating Scale: Parent/student/instructor satisfaction rating scale
Interview: Instructor interview
Survey: Parent/vocational instructor/student/special education teacher survey
Other: Course syllabus

PROJECT TITLE: Transitional Opportunities for LD

PROJECT DIRECTOR: Pat Catapano

PROJECT COORDINATOR: Michael Kramer

CONTACT PERSON: Michael Kramer

TELEPHONE: (212) 563-7474

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

INSTITUTE #: 176

COMPETITION #: 84.158L

MAILING ADDRESS:
Young Adult Institute
460 W. 34th Street, 11th Floor
New York, NY 10001

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To develop and implement a model program to facilitate competitive employment of learning disabled young adults who are in transition from school to adult settings. Primary objectives include: expanding liaisons between secondary education settings, service providers and prospective employers; refining a Vocational Needs Assessment and Vocational Preparation Curriculum to be used in a Transitional Vocational Training Program (TVTP); establishing a TVTP and expanding the Job Placement Bureau; establishing support mechanisms for disabled young adults who are in transition or competitively employed; and exploration of continued means of funding for this or similar projects.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Continue and expand liaisons between board of education and YAI.
2. Expand advisory board.
3. Expand and refine vocational needs assessment.
4. Expand and revise curriculum for vocational preparation.
5. Expand and revise transitional vocational training program (TVTP) for "aging-out" LD clients.
6. Expand job placement bureau.
7. Establish procedures for support during transition and employment.
8. Establish continuing means of program funding.

PRIMARY GRANTEE. Private non-profit agency.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. State education agency, state vocational rehabilitation and local education agency.

PROJECT PRODUCTS

Product	Date Available
Project developed instruments	Currently available
Curricula	Currently available
Resource directory	Currently available

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150.

Handicapping Condition	No. Served	Age Range
Mild learning disability	150	*

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, assessment results for student/client, student/client progress in training program, student/client follow-up status, student/client outcome status.

Evaluation Approach(es). Systems analysis, goal based and decision making.

Personnel Involved in Evaluation Activities. Project director, project coordinator and advisory board.

Type of Evaluation Reporting and Audience. Formal evaluation report and media releases for OSERS.

INSTRUMENTATION

Type and name of locally/project developed instruments.

Interview: Employer/supervisor interview

Survey: Informal teacher survey and Parent/client ongoing support survey

Other: Vocational needs assessment, Advisory board minutes and Project records

NOTE: Project Profile generated by Technical Assistance Program staff from grant application.

PROJECT TITLE: Project JOB	**INSTITUTE #**: 177
PROJECT DIRECTOR: Irwin Rosenthal	**COMPETITION #**: 84.158L
CONTACT PERSON: Irwin Rosenthal	**MAILING ADDRESS**: New York University Counselor Education Department Room 400, East Building 239 Greene Street New York, NY 10003
TELEPHONE: (212) 998-5572	
PROJECT START DATE: 9/1/87 **PROJECT END DATE**: 8/30/90	**GEOGRAPHIC AREA SERVED**: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To establish a demonstration project for learning disabled/mildly handicapped high school students with a focus on career/job development and training. Project JOB will have three treatment groups: a traditional career education program; a career exploration program including experience-based career education through a series of work-world internships; and a high school coursework and vocational exploration and training program.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Recruit students.
2. Survey business.
3. Internship development and consultation.
4. Complete vocational assessment on students.
5. Provide career maturity exploration course.
6. Provide individual, group and parent counseling.
7. Conduct information giving seminars.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school and university/four year college.

PROJECT PRODUCTS

Product	Date Available
Newsletter	No date indicated
Journal articles	No date indicated

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 45.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 45.

Handicapping Condition	No. Served	Age Range
Mild learning disability	45	*

(* no age range indicated).

Related Service Components

Individuals receiving services (training) through project activities: business/industry personnel and postsecondary faculty.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Assessment results for student/client, student/client progress in training program, student/client progress in educational program.

On Employers:

Employer satisfaction with student/client, project activities, etc.

On Postsecondary Education:

Postsecondary education/training satisfaction with student/client participation, project activities, etc.

Evaluation Approach(es). Systems analysis, decision making and case study.

Personnel Involved in Evaluation Activities. Project director and evaluation consultant.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, state education agency, NYC board of education, professionals and business/industry personnel.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Social Skills: Test of Interpersonal Competence for Employment
Career Interest: Career Development Inventory and Harrington O'Shea System for Career Decision Making
Personality: Coopersmith Self-Esteem Inventory

Type and name of locally/project developed instruments.

Observation Form: School/work site observations
Checklist: Internship checklist
Rating Scale: Student satisfaction rating scale, teacher/supervisor satisfaction rating scale and job-related by-pass rating scale
Interview: Student interview, Supervisor/employer interview and Parent interviews
Survey: Business needs survey and High demand survey
Questionnaire: Job placement questionnaire
Other: Reading/writing test of job-related academic skills, Internship count form and QUEST (New York City Board of Education developed career interest inventory)

PROJECT TITLE: Deriving Job Skills from the Workplace

INSTITUTE #: 179

PROJECT DIRECTOR: Joseph Jenkins

COMPETITION #: 84.158L

PROJECT COORDINATOR: John Emerson

MAILING ADDRESS:
CDMRC - Experimental Education Unit
University of Washington WJ-10
Seattle, WA 98195

CONTACT PERSON: John Emerson

TELEPHONE: (206) 543-4011, ext. 283

PROJECT START DATE: 9/1/87
PROJECT END DATE: 8/31/90

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To determine the specific employee characteristics and skills sought by employers; to develop and field test a model job skills curriculum; and to determine the effects of the model curriculum on LD students' job acquisition and retention, and on employer satisfaction.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Identify employers of 1985, 86, 87 special education graduates from Seattle School District #1.
2. Develop questionnaire which identifies characteristics and skills required for successful employment.
3. Interview at least 100 employers.
4. Analyze data from interviews to determine entry level employment skills.
5. Develop a model curriculum which focuses on social skills, job acquisition skills, and self assessment.
6. Identify four high schools to implement curriculum during 1988-89 school year.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Local education agency.

PROJECT PRODUCTS

Product	Date Available
Student handbook	5/90
Curricula	6/90
Journal articles	8/90

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 80.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 80.

Handicapping Condition	No. Served	Age Range
Mild learning disability	70	17 - 20
Mild mental retardation	10	17 - 20
Economically disadvantaged	40*	17 - 20
Minority youth	40*	17 - 20

(* indicates duplicate count).

Related Service Components

Individuals receiving services (training) through project activities: 8 teachers.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer satisfaction with student/client, project activities, etc., employer outcome status, how employers find workers and why employers find workers.

Evaluation Approach(es). Systems analysis, goal based and case study.

Personnel Involved in Evaluation Activities. Project director and project coordinator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute and local education agency.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Vocational Skills: Job Entry Skills Assessment

Career Interest: MESA

Type and name of locally/project developed instruments.

Interview: Employer interview

Questionnaire: Employer questionnaire

PROJECT TITLE: Vocational Education to Work

PROJECT DIRECTOR: Greg R. Weisenstein

PROJECT COORDINATOR: Sharon Field

CONTACT PERSON: Greg R. Weisenstein

TELEPHONE: (206) 545-1807

PROJECT START DATE: 8/15/87
PROJECT END DATE: 8/14/90

INSTITUTE #: 178

COMPETITION #: 84.158L

MAILING ADDRESS:
407 Miller Hall, DQ-12
University of Washington
Seattle, WA 98195

GEOGRAPHIC AREA SERVED: Metropolitan area (100,000+) with public transportation system.

PROJECT PURPOSE. To develop practical, workable strategies that will facilitate the success of handicapped students in vocational education classes. The four model components include active recruitment, guided placement, continuing support and job placement/followup.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Develop comprehensive recruitment program directed to persons who serve as both formal and informal student advisors (e.g., special education teachers, school counselors, parents).
2. Develop and pilot test vocational course profits in order to obtain data on physical, academic, and problem solving skills that students must possess to participate fully in regular vocational programs.
3. Develop program of systematic placement of disabled students into vocational education to include an assessment of interests and aptitudes, a system of comparing current student competencies with those expected in vocational courses, and a working menu of accommodations, circumvention strategies and resources.
4. Develop pre-placement curricula for each vocational program type in cooperating school district.
5. Implement active recruitment and guided placement portion of the program model.
6. Collect baseline data and first year data on experimental and comparison population.
7. Begin development of the continuing support and job placement and followup portion of the program model.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school and state vocational rehabilitation.

PROJECT PRODUCTS

Product	Date Available
Brochure	8/88
Project developed instruments	8/89
Curricula	8/89
Replication manual	8/90

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 75.

Handicapping Condition	No. Served	Age Range
Mild/moderate behavioral disorders	*	15 - 21
Mild/moderate brain damage	*	15 - 21
Mild/moderate communication disorder	*	15 - 21
Mild/moderate emotional disorder	*	15 - 21
Mild/moderate learning disability	*	15 - 21
Mild/moderate mental retardation	*	15 - 21

(* no number indicated).

Related Service Components

Individuals receiving services (training) through project activities: 40 parents, 6 agency personnel, 100 teachers, 2 project staff, 10 undergraduate/graduate students and 20 administrators/counselors.

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Intake/referral information, number receiving direct services, student/client demographics, student/client educational background data, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client progress in educational program, student/client follow-up status, student/client employment status, student/client outcome status, teacher/parent/student impressionist data related to program.

Evaluation Approach(es). Systems analysis, goal based and professional review.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff, advisory board and cooperating school district personnel.

Type of Evaluation Reporting and Audience. Formal evaluation report, executive summary, brochure/pamphlet and procedural manual for consumers, OSERS, Transition Institute, advisory board and school districts.

PROJECT TITLE: Community Transition Center Model

PROJECT DIRECTOR: Charles Coker

PROJECT COORDINATOR: Dave Swan

CONTACT PERSON: Charles Coker

TELEPHONE: (715) 232-2236

PROJECT START DATE: 12/1/87
PROJECT END DATE: 11/30/90

INSTITUTE #: 180

COMPETITION #: 84.158L

MAILING ADDRESS:
Research and Training Center
University of Wisconsin - Stout
Menomonie, WI 54751

GEOGRAPHIC AREA SERVED: Region within a state including more than one county.

PROJECT PURPOSE. To develop and test the Community Transition Center Model. The goals of the Model are to increase the capacity of secondary schools to provide employment preparation skills to their handicapped youth, increase the ability of postsecondary settings to educate or employ these youth, and provide direct services to these youth to assist in the transition process. The CTC Model is designed to serve mildly handicapped youth who are in the process of transitioning into postsecondary educational and employment settings, and who need employment preparation, placement, and post-placement support services.

CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

1. Development of a community transition center to serve handicapped youth in 35 secondary schools.

PRIMARY GRANTEE. University/four year college.

TYPE OF COOPERATING AGENCIES/ORGANIZATIONS. Public secondary school, local education agency, JTPA service delivery area agent, residential education/rehabilitation facility, community workshop, community education/rehabilitation facility, profit making agency, state vocational rehabilitation and vocational adult education districts.

PROJECT PRODUCTS

Product	Date Available
Brochure	9/88
Newsletter	9/88
Training manual	9/90
Curricula	9/88
Journal articles	9/90
Replication manual	9/90

PROJECT PARTICIPANTS

Direct Services

Estimated number of youth and/or adults with handicapping conditions impacted by project activities over entire funding period: 150.

Estimated number of youth and/or adults with handicapping conditions receiving direct services over entire funding period: 150.

Handicapping Condition	No. Served	Age Range
Mild brain damage	*	16 - 25
Mild learning disability	*	16 - 25
Moderate learning disability	*	16 - 25
Mild mental retardation	*	16 - 25
Traumatic head injury	*	16 - 25

(* no numbers indicated).

PROJECT EVALUATION PLAN

Type of Data/Information Being Collected.

On Students/Clients:

Number referred to project services, intake/referral information, number receiving direct services, student/client demographics, student/client work experience background data, assessment results for student/client, student/client progress in training program, student/client integration into environment, student/client follow-up status, student/client employment status, student/client outcome status.

On Employers:

Employer characteristics/demographics, employer collaboration level, level of direct service provided to employer, employer satisfaction with student/client, project activities, etc., employer outcome status.

On Postsecondary Education:

Postsecondary education/training demographics, level of direct service provided by project.

Evaluation Approach(es). Systems analysis.

Personnel Involved in Evaluation Activities. Project director, project coordinator, project staff and staff evaluator.

Type of Evaluation Reporting and Audience. Formal evaluation report for OSERS, Transition Institute and state vocational rehabilitation, education and vocational education agencies.

INSTRUMENTATION

Type and name of commercially available instruments used by project.

Vocational Skills: Vocational Decision Making Interview
Career Interest: Gordon Occupational Checklist

Type and name of locally/project developed instruments.

Rating Scale: Vocational adaptivity scale
Survey: Student needs assessment
Other: Curricula package with various rating scales

COMPETITION PROFILE: CFDA 84.023D

RESEARCH IN EDUCATION OF THE HANDICAPPED: HANDICAPPED CHILDREN'S MODEL DEMONSTRATION PROJECTS/ YOUTH EMPLOYMENT PROJECTS

INITIAL COMPETITION: 3/05/84

PURPOSE OF COMPETITION

The purpose of this program was to support model projects that demonstrate innovative approaches to facilitating transition from school to work. Projects in this competition were expected to identify populations of individuals with handicapping conditions who have been isolated from the sequence of vocational education to employment capability. Projects were also to chose a particular school-community setting for developing a comprehensive model that incorporates a number of components for transition from school to work. Suggested components included attitude development, job placement, counseling, on-the-job training, training in areas of independent living, and development of interpersonal skills. The general aim of this competition was to use direct service to demonstrate the effectiveness of a newly conceived model, which may be replicated either in part or in its entirety, in other communities.

AUTHORITY

Authority for this program is contained in Sections 641 and 642 of Part E of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, States, State or local educational agencies, and other public or nonprofit private educational or research agencies and organizations were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,500,000 was expected to be available for support of 15 new demonstration projects in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Twelve demonstration grants were awarded under this competition.

DURATION

Project support was for a three-year period subject to an annual review of progress and availability of funds. All Youth Employment Projects expired in 1987.

SUMMARY OF 84.023D EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The 12 projects awarded in this competition addressed the overall purpose of developing and demonstrating innovative approaches to facilitating transition from school to work within the context of a model program. The majority of the project demonstrations included a focus on curriculum development or revision emphasizing employment and vocational outcomes. Community-based models were specifically referenced by four projects. Two projects established community-based linkage models, one being a network of employability readiness support groups and the other providing a computerized clearinghouse. The projects in this competition served students and clients with various handicapping conditions with five focusing on severe handicapping conditions.

FOCUS OF CONTINUATION ACTIVITIES

Eight projects reported on the focus of project continuation activities; four each reporting dissemination and inservice activities as a primary focus. Technical assistance activities were reported by two projects.

PROJECT COMPONENTS BEING CONTINUED

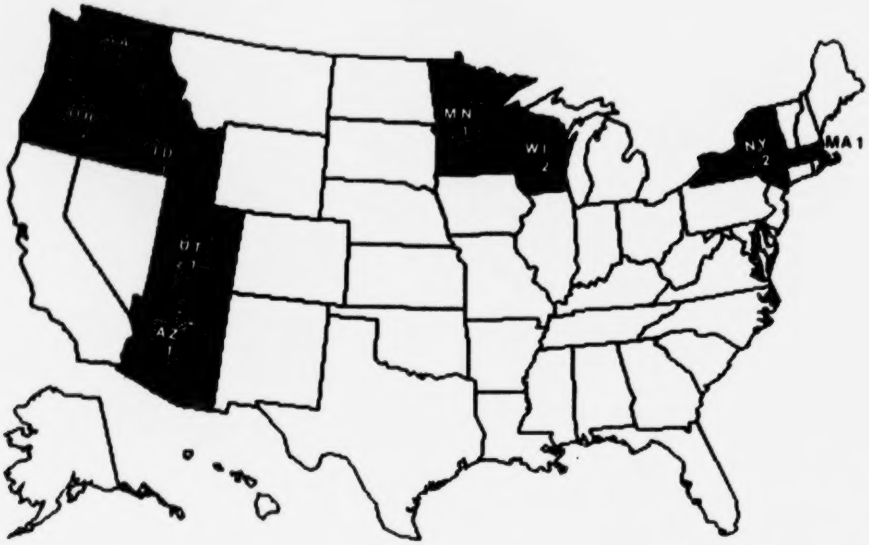
Nine projects reported on project components being continued. Replication and education/training were each indicated by four projects. Assessment, technical assistance and dissemination were components being continued by three projects each. Other components being continued by at least two projects included placement, counseling, inservice, referral and agency coordination. Of those projects reporting on the continuation of project components, five indicated the involvement of an agency or agencies other than the primary grantee in continuation activities.

PROJECT PRODUCTS

Products were reported by nine projects. Five projects indicated the availablility of project curricula. Training manuals/modules were also reported by five projects. Four projects each indicated development of instruments and replication manuals. Three projects have written a total of four journal articles and two book chapters. Audiovisual materials have been developed by four projects.

LOCATION OF 84.023D EXPIRED PROJECTS

The map below depicts the location of the expired projects funded under this competition.


ID
1
UT
1
AZ
1
MN
1
WI
2
NY
2
MA 1

PROJECT TITLE: Project Bridge

INSTITUTE #: 8

CONTACT PERSON: Joseph DeMarsh

COMPETITION #: 84.023D

TELEPHONE: (602) 274-2710

MAILING ADDRESS:
Southwest Business, Industry and Rehabilitation Association
4410 N. Saddlebag Trail
Scottsdale, AZ 85251

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop, test and refine a model designed to link secondary handicapped youth with community training/education resources, and ultimately with jobs in competitive or non-traditional employment. The primary handicapping condition(s) of the students/clients served by this project included: autism, brain damage, cerebral palsy, emotional disorder, epilepsy, hearing impairment, learning disability, mental retardation, physical handicap and visual impairment.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Provide clearinghouse information upon request.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Community transition resource information, Technical assistance for developing automated information clearinghouse and Project outcome data/Joe DeMarsh, SWBIRA, 4410 N. Saddlebag Trail, Scottsdale, AZ 85251, (602) 274-2710.

PROJECT PRODUCTS

Product Type/Title

Training manual//Developing a Computer-Assisted Information Clearinghouse: Product available on cost reimbursement basis from SWBIRA.

Curricula//Food Service Training Curriculum: Product available on cost reimbursement basis from SWBIRA.

Journal articles//Three articles: Reprints available from Joe DeMarsh.

Replication manual//Project Bridge Replication Manual: Product available on cost reimbursement basis from SWBIRA.

Project outcome data: Product available on cost reimbursement basis from SWBIRA.

PROJECT TITLE: STEP: Secondary Transition and Employment Project

INSTITUTE #: 9

CONTACT PERSON: Diane Baumgart

COMPETITION #: 84.023D

TELEPHONE: (208) 885-6156

MAILING ADDRESS:
Special Education Department
University of Idaho
Moscow, ID 83843

DATE FEDERAL FUNDING EXPIRED: 8/31/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and implement curricula for non-school and school-based instruction which will prepare students in the vocational domain and allow them to meet state graduation requirements. The primary handicapping condition(s) of the students/clients served by this project included: communication disorder, learning disability, mental retardation and physical handicap.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Dissemination of secondary/vocational and transition manuals/Diane Baumgart, University of Idaho, Department of Special Education, Moscow, ID 83843, (208) 885-6172.
2. Social skill (job-related) research/Diane Baumgart, University of Idaho, Department of Special Education, Moscow, ID 83843, (208) 885-6172.

PROJECT PRODUCTS

Product Type/Title

Video cassettes//Overview of STEP Curriculum: Product ordering information available from STEP, College of Education, University of Idaho, Moscow, ID 83843.

Video cassettes//Social Skills Scenarios for Assessment and Intervention: Product ordering information available from STEP, College of Education, University of Idaho, Moscow, ID 83843.

Training manuals//Seven STEP manuals: Product ordering information available from STEP, College of Education, University of Idaho, Moscow, ID 83843.

Videotape//Teacher video training modules for students/adults with handicaps: Product ordering information available from STEP, College of Education, University of Idaho, Moscow, ID 83843.

Project developed instruments//Social skills assessment/intervention: Product ordering information available from STEP, College of Education, University of Idaho, Moscow, ID 83843.

PROJECT TITLE: VECTOR: A New Direction

CONTACT PERSON: Wayne A. Lindskoog

TELEPHONE: (612) 944-2222

DATE FEDERAL FUNDING EXPIRED: 10/1/87

INSTITUTE #: 11

COMPETITION #: 84.023D

MAILING ADDRESS:
9200 Flying Cloud Drive
Eden Prairie, MN 55447

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and implement a model for enhancing the role of a school district in (a) increasing the employability of handicapped individuals through the utilization of an area vocational-technical institute's resources, and (b) facilitating the transition of handicapped individuals from school to employment in competitive industry, sheltered employment, or work activity commensurate with their skills, knowledge and ability. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, chronic mental illness, emotional disorder, epilepsy, learning disability, mental retardation and traumatic head injury.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Development and implementation of an on-going followup survey to assess/track graduate progress and quality of life.
2. Define referral guidelines and intake criteria of population served, for benefit of member district referral sources, as well as for programmatic consistency.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Assessment/Jerry Murray, District 287, Career Assessment System, 425-3800.
2. Placement/Rich Thiesen and Mark Bollinger, District 287, Work Experience, 533-1636.
3. Followup/Obie Kipper, State Vocational Rehabilitation Agency, 341-7150.
4. Counseling/Loren Hoopman, West Hennipen Community Center, 933-9339.
5. Training (secondary vocational education)/Bob Papas, District 287, Hennipen Technical Institute, 559-3535.

PROJECT PRODUCTS

Product Type/Title

Brochure//VECTOR: A New direction: Product available upon request.
Project developed instruments//Student intake form: Specimen set available upon request.
Videotape//Vocational Programs in District 287: Product available @$50.00 from Program Coordinator.
Final report//VECTOR: Product available upon request.
Journal article//VECTOR: A New Direction - Is it the right direction?: Product available upon request.

PROJECT TITLE: Life and Career Skills Development Program

INSTITUTE #: 13

CONTACT PERSON: John Melder

COMPETITION #: 84.023D

TELEPHONE: (716) 325-4560

MAILING ADDRESS:
Rochester City School District
131 W. Broad Street
Rochester, NY 14608

DATE FEDERAL FUNDING EXPIRED: 7/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to address the issue of youth employment by providing career education, occupational information, job placement and on-the-job monitoring of performance for 75 handicapped youth aged 15 - 21 who are currently enrolled in the Center High Program. The primary handicapping condition(s) of the students/clients served by this project included: learning disability, emotional disorder and behavioral disorder.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continue use of curriculum.
2. Pre/post test students on Brigance.
3. Placement of students with non-profit organizations and evaluate them as to work performance.
4. Continue expansion of job placement activities.
5. Conduct inservices on effective teaching methods.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Life and career skills development program curriculum and instruction, Student work experience, Pre/post testing with Brigance Diagnostic Inventory: social skills, survival skills, daily living skills, and IEP goals/Barbara Brown, Lofton Senior High, 242 W. Main Street, Rochester, NY 14614, (716) 325-6934.

PROJECT PRODUCTS

Product Type/Title

Parent & student handbook//Loften High School Special Education Behavior Management Program: Product information available from Barbara Brown, Lofton High School, 242 W. Main Street, Rochester, NY 14614.
Curricula//Life and Career Skills Development Program: Product information available from Barbara Brown, Lofton High School, 242 W. Main Street, Rochester, NY 14614.

PROJECT TITLE: Oregon Transition to Employment Project

INSTITUTE #: 15

CONTACT PERSON: Jo-Ann Sowers

COMPETITION #: 84.023D

TELEPHONE: (503) 484-2123

MAILING ADDRESS:
Oregon Research Institute
1899 Willamette
Eugene, OR 97401

DATE FEDERAL FUNDING EXPIRED: 10/31/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop, field test, replicate, and disseminate nationally a model for transitioning severely orthopedically impaired secondary school students to competitive employment placements. The primary handicapping condition(s) of the students/clients served by this project included: cerebral palsy.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Provide inservice training and technical assistance to districts throughout Oregon.
2. Disseminate project materials.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. OTEP model/Martin Sheehan, Lane Educational Service District, 1200 Highway 99 N., Eugene, OR 97402, (503) 689-6500.
2. OTEP model/Diana Roberts, Roseburg High School, Roseburg, OR 97420, (503) 440-4780.
3. Inservice training and technical assistance/Penny Reed, Oregon Department of Education, POI State Program, 700 Pringle Parkeway, S.E., Salem, OR 97310, (503) 440-4791.

PROJECT PRODUCTS

Product Type/Title

Training manual//Preparation of students with severe physical and multiple disabilities for the transition from school to work: Available @$25.00 from Jo-Ann Sowers, ORI, 1899 Willamette, Eugene, OR 97401.

Videotape//Employment of persons with multiple and physical disabilities, Illustrations: Available @$30.00 from Jo-Ann Sowers, ORI, 1899 Willamette, Eugene, OR 97401.

Book chapter//The training and employment of persons with physical disabilities by Jo-Ann Sowers in R. Gaylord-Ross (ed.) Vocational Education for Persons with Special Needs (1988), Mayfield Publishers, Palo Alto, CA.

Book chapter//Supported employment: Strategies for getting parent involvement, published in G. Singer and L. Irvin (eds.) Supported Family Life, Baltimore: Paul Brookes Publishers (in press).

PROJECT TITLE: The Employability Support Network of Disabled Youth

INSTITUTE #: 14

CONTACT PERSON: Pat Haley

COMPETITION #: 84.023D

TELEPHONE: (503) 279-8313

MAILING ADDRESS:
Child Development and Rehabilitation Center
P. O. Box 574
Portland, OR 97207

DATE FEDERAL FUNDING EXPIRED: 7/87

PROJECT PURPOSE. The purpose of this federally funded project was: to establish a network of "employability readiness" support groups for disabled youth that (a) uses successfully employed disabled adults as role models in a support group setting, and (b) to help individuals to overcome feelings of isolation and invisibility, develop their self-respect, self-esteem, increase independent living skills, and learn their rights and how to assert them. The primary handicapping condition(s) of the students/clients served by this project included: cerebral palsy, epilepsy, hearing impairment, learning disability, mental retardation, physical handicap, speech impairment, spinal cord injury, visual impairment and multiple disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Two to four support groups serving disabled adolescents will be initiated and maintained for approximately 20 - 30 youth.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake & eligibility determination, Referral, Placement, Education, Counseling, Replication, Agency coordination and Support groups for disabled adolescents/Matt Bailey, Portland Public schools, 501 N. Dixon Street, Portland, OR 97208, (503) 279-8313.

PROJECT PRODUCTS

Product Type/Title

Brochure: Product currently out-of-print.

Curricula//The Empowerment Dynamic: Synergistic Activities for Support Groups: Product currently out-of-print.

Replication manual//The Empowerment Dynamic: Planning and Implementing a Support Group Network: Product currently out-of-print.

PROJECT TITLE: Utah Community-Based Transition Project

INSTITUTE #: 16

CONTACT PERSON: Michael Hardman or John McDonnell

COMPETITION #: 84.023D

TELEPHONE: (801) 581-8121

MAILING ADDRESS:
University of Utah
221 MBH
Salt Lake City, UT 84112

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and implement a community-based training model in integrated public school classrooms of regular high schools for severely handicapped secondary aged school youth, integration of model components into teacher preservice at University of Utah, and provide on-going inservice training and technical assistance to participating school district staff with respect to model. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Inservice training and dissemination of model components is being supported by a grant form the Utah State Office of Education, as well as a grant from OSERS.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Replication of UCBT Model in 15 districts/Michael Hardman, UCBTP, Department of special Education - 221 MBH, University of Utah, Salt Lake City, UT 84112, (801) 581-8121.

PROJECT PRODUCTS

Product Type/Title

Replication manual//The Utah Community-Based Transition Project Employment Training Manual: Product available @$12.50 from Julia Hightower, UCBTP, Department of Special Education - 221 MBH, University of Utah, Salt Lake City, UT 84112.

PROJECT TITLE: Employment Training and Transition Project: A Replicable Model for High Schools Serving Students with Severe Handicaps

INSTITUTE #: 17

COMPETITION #: 84.023D

CONTACT PERSON: Carla Jackson

TELEPHONE: (206) 753-6733

MAILING ADDRESS:
Office of Superintendent of Public Instruction
Old Capitol Building, FG - 11
Olympia, WA 98504

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a classroom model for students with severe/moderate disabilities which prepares them for supported employment and community living. Model features include: selection of locally relevant job clusters for training, parent involvement in IEP processes, on-site training and systematic reporting on post school service needs of severely handicapped school leavers. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Yearly inservice events for special education teachers, administrators, support staff, parents and adult service staff.
2. Possible inclusion of ET & T as best practice model in interagency state plan for transition.
3. Joint presentation and training with Washington Supported Employment Initiative and ET & T staff.
4. Develop manuals into "module" format (4 state effort).
5. Submit two proposals to OSEP to expand the inservice and supported employment components of ET & T.
6. Continue assistance to ET & T model sites.
7. Disseminate.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Model site replication and technical assistance/Carla Jackson, OSPI, Old Capitol Building, FG-11, Olympia, WA 98504.
2. Inservice (3 yearly = 100 partipicants per session)/Carla Jackson, OSPI, Old Capitol Building, FG-11, Olympia, WA 98504.
3. Dissemination/Carla Jackson, OSPI & Supported Employment Initiative, Old Capitol Building, FG-11, Olympia, WA 98504.
4. Agency coordination/Carla Jackson, OSPI/DVR/DDD/DDPC, Old Capitol Building, FG-11, Olympia, WA 98504.
5. Program refinement and revision/Carla Jackson, OSPI/U of Oregon/U of Utah/Indiana University, Old Capitol Building, FG-11, Olympia, WA 98504.

PROJECT PRODUCTS

Product Type/Title

Brochure//Employment Training & Transition Project: Product used for recruitment only.

Newsletter//Employment Training & Transition Update: Product currently available from project.

Training modules: Product available @$6 - $10 from University of Oregon, field test of materials required.

Project developed instruments//Quick Check: Product available from OSPI.

Slide presentation//Quick Check Slide Presentation: Product available from OSPI.

Curricula//Activities Catalog: Product available from Paul H. Brookes Publishing Company.

Final report//Employment Training & Transition Project: Product available from OSPI.

Replication manual//Administrators & Teachers Manual: Product available only in conjunction with training.

Other manuals//Principals primer: Effective schools - Implications for programs for high schools with students with moderate/severe disabilities: Product available from OSPI.

PROJECT TITLE: Project ADAPT

INSTITUTE #: 19

CONTACT PERSON: Charles Coker or Dale Thomas

COMPETITION #: 84.023D

TELEPHONE: (715) 232-1151

MAILING ADDRESS:
Research and Training Center
University of Wisconsin - Stout
Menomonie, WI 54751

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and demonstrate a model project for the transition from school to work for mildly handicapped students. The primary handicapping condition(s) of the students/clients served by this project included: learning disabled and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Dissemination of curricula.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Employment readiness assessment, Job keeping and seeking skills and Job search skills/West Bend School District, Superior School District, River Falls School District, Altoone School District and Menomonie Falls School District.

PROJECT PRODUCTS

Product Type/Title

Student handbook//Employment Readiness Training: Available from Research and Training Center, University of Wisconsin - Stout.

Training manual//Instructors Manual: Available from Research and Training Center, University of Wisconsin - Stout.

Project developed instruments//Vocational Adaptivity Scale and Vocational Decision Making Interview: Available @$19.95 from Research and Training Center, University of Wisconsin - Stout.

Curricula//Project Adapt Curriculum Package: Available from Research and Training Center, University of Wisconsin - Stout.

PROJECT TITLE: Project TYRAD: Transition Model for Multiply/Severely Handicapped Young Adults

INSTITUTE #: 10

CONTACT PERSON: J. Edward Carter

COMPETITION #: 84.023D

TELEPHONE: (617) 552-8208

MAILING ADDRESS:
Boston College
McGuinn Hall, B-19
Chestnut Hill, MA 02167

DATE FEDERAL FUNDING EXPIRED: 8/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to replicate a case-management process for transitioning multiply/ severely handicapped young adults into appropriate post-school programs from public schools, collaborative and private school programs throughout Massachusetts.

* * *

PROJECT TITLE: Youth Employment Project: Facilitating Access through an Employer/School Consortium

INSTITUTE #: 12

CONTACT PERSON: Alan Lerman

COMPETITION #: 84.023D

TELEPHONE: (718) 899-8800, ext. 316

MAILING ADDRESS:
The Lexington Center, Inc.
30th Avenue and 75th Street
Jackson Heights, NY 11370

DATE FEDERAL FUNDING EXPIRED: 9/1/87

PROJECT PURPOSE. The purpose of this federally funded project was: to explicate a conceptual model and then design, develop, implement, evaluate, revise, and replicate an exemplary program of prevocational assessment, vocational preparation, placement and followup directed to the needs of the severely and multiply handicappe hearing impaired young adult. The primary handicapping condition(s) of the students/clients served by this project included: hearing impairment.

PROJECT TITLE: A Nonsheltered Community-based Training Model for Students with Severe Behavior Disorders

INSTITUTE #: 18

COMPETITION #: 84.023D

CONTACT PERSON: Anne Donnellan

TELEPHONE: (608) 263-4272

MAILING ADDRESS:
University of Wisconsin - Madison
1025 W. Johnson, Room 570
Madison, WI 53706

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to design, develop, implement and evaluate a community-based vocational training program for severely behavior disordered students by emphasizing a community-based public school vocational training component, a public school teacher inservice component, and a task force component. The primary handicapping condition(s) of the students/clients served by this project included: behavior disorder.

COMPETITION PROFILE: CFDA 84.023G

RESEARCH IN EDUCATION OF THE HANDICAPPED: HANDICAPPED CHILDREN'S MODEL DEMONSTRATION PROJECTS/ POSTSECONDARY PROJECTS

INITIAL COMPETITION: 3/05/84

PURPOSE OF COMPETITION

The purpose of this program was to support new model demonstration projects which would complement secondary programming and link individuals with handicapping conditions who exit the secondary schools not yet ready for competitive employment to community-based training programs and services. Issues of particular interest included: development of an interface between education programs and community service providers, efforts to place and provide continued training and support to individuals for competitive employment, and the development of models to demonstrate that all individuals with handicapping conditions leaving public school programs have access to community-based training programs. The aim of the program was to use direct service to demonstrate the effectiveness of newly conceived educational models, which may be replicated, either in part or in their entirety, in other communities. Projects were expected to identify populations of individuals with handicaps who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Suggested models included improvement of the effectiveness of postsecondary vocational education programs, demonstration of unique methods of ensuring postsecondary placement, and models demonstrating the intervention of various support systems.

AUTHORITY

Authority for this program is contained in Sections 641 and 642 of Part E of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, States, State or local educational agencies, and other public or nonprofit private educational or research agencies and organizations were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,500,000 was expected to be available for support of 15 new demonstration projects under this program in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Fifteen demonstration projects were awarded under this competition.

DURATION

Project support was for a three-year period subject to an annual review of progress and availability of funds. All projects in this competition expired in 1987.

SUMMARY OF 84.023G EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The 15 model demonstration grants in this competition addressed the priorities of this competition through the development of community-based programs leading primarily to employment-based outcomes. Eight projects specifically targeted competitive employment as an outcome of their model program. The majority of the projects established linkage models and expanded training for exiting secondary special education students to include employment training. Two projects targeted postsecondary education placement with eventual employment as a final outcome. The target population consisted primarily of 18 - 22 year old youth with learning disabilities, mental retardation, emotional disorders and physical handicaps as the primary handicapping conditions.

FOCUS OF CONTINUATION ACTIVITIES

Nine projects reported on the focus of their continuation activities. Four of the projects are targeting dissemination activities. Agency coordination, assessment, supported employment placement, training, product development and program evaluation were each indicated by at least two projects as a current focus.

PROJECT COMPONENTS BEING CONTINUED

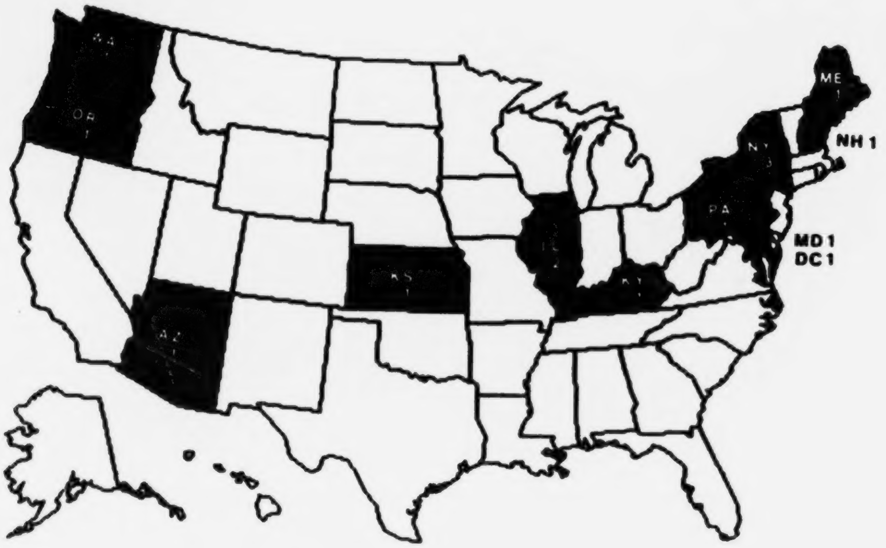
Nine projects also reported on program components being continued. Of the nine reporting projects, five projects each indicated continuing the following components: agency coordination, assessment, referral, followup, placement and dissemination. Four projects are continuing an education component and three projects each are continuing the following components: intake/eligibility determination, training, program refinement/revision and research. Three projects indicated continuation activities occuring in agencies outside the primary grantee.

PROJECT PRODUCTS

Eight projects reported on product development. Six projects indicated the availability of a training manual and four projects listed project developed instruments. Seven articles have been produced through four projects. Three projects developed curricula, and two projects each indicated development of parent handbooks, videotapes and newsletters.

LOCATION OF 84.023G EXPIRED PROJECTS

The map below depicts the location of the expired projects funded under this competition.


WA
OR 1
AZ 1
KS 1
IL 2
KY 1
PA 1
NY 3
ME 1
NH 1
MD 1
DC 1

PROJECT TITLE: The Illinois Competitive Employment Project

CONTACT PERSON: Thomas C. Lagomarcino

TELEPHONE: (217) 333-2325

DATE FEDERAL FUNDING EXPIRED: 8/20/87

INSTITUTE #: 56

COMPETITION #: 84.023G

MAILING ADDRESS:
University of Illinois
College of Education
110 Education Building
1310 S. Sixth Street
Champaign, IL 61820

PROJECT PURPOSE. The purpose of this federally funded project was: to facilitate the transition of students with moderate and severe handicaps to nonsheltered employment options through interagency cooperation. The primary handicapping condition(s) of the students/clients served by this project included: autism, cerebral palsy, developmental disability and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continue vocational transition planning committee meetings.
2. ITP meetings for all students between 18 - 22 years of age.
3. Placement of students into supported employment prior to graduation.
4. Co-funding of the transition specialist position.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Referral/Kathleen Leahr, Developmental Services Center, Champaign, IL, (217) 356-9176.
2. Job Placement and Followup/Carole Powers, Developmental Services Center, Champaign, IL, (217) 356-9176.
3. Agency Coordination/Transition Committee/Joan Fortschneider, Unit 4 and Unit 116 Schools and Developmental Services Center, Champaign, IL, (217) 384-3551.
4. ITP Meetings/Joan Fortschneider, Unit 4 and Unit 116 Schools and Developmental Services Center, Champaign, IL, (217) 384-3551.

PROJECT PRODUCTS

Product Type/Title

Final report: Available in subsections for dissemination.

PROJECT TITLE: Young Adult Model Vocational Program
INSTITUTE #: 55

CONTACT PERSON: Judith A. Cook
COMPETITION #: 84.023G

TELEPHONE: (312) 880-2471
MAILING ADDRESS:
Thresholds
2700 North Lakeview Avenue
Chicago, IL 60614

DATE FEDERAL FUNDING EXPIRED: 11/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to provide innovative, community-based services that result in work readiness for mentally ill young adults who have recently exited or are about to exit from secondary school. The primary handicapping condition(s) of the students/clients served by this project included: chronic mental illness.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Ongoing provision of community-based services resulting in work readiness for mentally ill young adults, including: prevocational course, community experience course, visiting chef program, assessment, TEP, research, and dissemination.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Research, Dissemination, Visiting chef program, Assessment, TEP services, Prevocational and community experience education/Judith Cook, Thresholds, 2700 North Lakeview Avenue, Chicago, IL 60614, (312) 880-22471.

PROJECT PRODUCTS

Product Type/Title

Brochure//Young Adult Model Vocational Program: Contact Judith Cook for prices and availability.
Newsletter//Young Adult Model Vocational Program: Contact Judith Cook for prices and availability.
Parent handbook: Will be available 6/88.
Project developed instruments: Will be available 6/88.
Videotape//Young Adult Model Vocational Program Video: Contact Judith Cook for prices and availability.
Curricula//Prevocational Class Curriculum and Community Experience Program Curriculum: Contact Judith Cook for prices and availability.
Journal article//Transitioning into employment: Correlates of vocational achievement among severely mentally ill youth: Contact Judith Cook for prices and availability.
Journal article//The role of work in psychiatric rehabilitation: A therapeutic alternative to competitive employment: Contact Judith Cook for prices and availability.
Replication manual//Project Procedural Manual: Will be available 9/89.

PROJECT TITLE: Development of a Model Program to Facilitate the Transition of Mildly Handicapped Adolescents from Secondary to Postsecondary Education

INSTITUTE #: 57

CONTACT PERSON: Stephen Hazel

COMPETITION #: 84.023G

TELEPHONE: (913) 864-4780

MAILING ADDRESS:
206 Carruth-O'Leary Hall
University of Kansas
Lawrence, KS 66045

DATE FEDERAL FUNDING EXPIRED: 10/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and operate a 3-year demonstration project that integrates school and community resources to facilitate the transition of mildly handicapped students from secondary schools to postsecondary education and training programs. The primary handicapping condition(s) of the students/clients served by this project included: emotional disorder and learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Monitor and supervise current mentor/protege teams.
2. Recruit protege applicants.
3. Conduct parent information meetings.
4. Screen, select and train new mentors.
5. Match new mentors and proteges.
6. Monitor, supervise new mentor/protege teams.
7. Involve new teams in community resources.
8. Maintain transition curriculum instruction in participating schools.
9. Evaluate and disseminate project data.
10. Develop products.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Transition Agency Program Component/Ruthie Moccia, Bert Nash Mental Health Center, 336 Missouri, Lawrence, KS 66045, (913) 843-9192.
2. School Program Component/Karen Lyerla, Lawrence School District #497, 2017 Louisiana, Lawrence, KS 66045, (913) 842-6222.
3. Research and Dissemination/Stephen Hazel, Institute for Research in LD, University of Kansas, Lawrence, KS 66045, (913) 864-4708.

PROJECT PRODUCTS

Product Type/Title

Brochure//The Transition Project.
Newsletter//Monthly Mentor Update.
Student handbook: Product currently not available for dissemination.
Training manual: Product currently not available for dissemination.
Project developed instrument: Product currently not available for dissemination.
Curricula: Product currently not available for dissemination.

PROJECT TITLE: Project Respect

INSTITUTE #: 58

CONTACT PERSON: Beth Maguire

COMPETITION #: 84.023G

TELEPHONE: (606) 253-2658

MAILING ADDRESS:
Metro Industries, Inc.
1084 Whipple Court
Lexington, KY 40511

DATE FEDERAL FUNDING EXPIRED: 8/87

PROJECT PURPOSE. The purpose of this federally funded project was: to increase the number of rural special education students who make a successful transition from school to work through a series of training procedures. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continue to disseminate project information.
2. Provide training for vocational trainers with each school system.
3. Serve as fiscal agent, overall program monitor.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Assessment, Training, Placement and Followup/Beth Maguire, Metro Industries, Inc., 1084 Whipple Court, Lexington, KY 40511, (606) 253-2658.

PROJECT PRODUCTS

Product Type/Title

Training manual//Developing Transition Programs, A Guide for Administrators and Teachers: Metro Industries, Inc., 1084 Whipple Court, Lexington, KY 40511.

PROJECT TITLE: Improving the Postsecondary Education and Employability of LD Students

INSTITUTE #: 59

CONTACT PERSON: Charles Bernacchio

COMPETITION #: 84.023G

TELEPHONE: (207) 780-4430

SPECIAL NET USER ID: UOFSME

DATE FEDERAL FUNDING EXPIRED: 9/30/87

MAILING ADDRESS:
University of Southern Maine
Human Services Development Institute
96 Falmouth Street
Portland, ME 04103

PROJECT PURPOSE. The purpose of this federally funded project was: to provide postsecondary transitional services to LD students from three participating Southern Maine school districts. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Over the six month extension period, the project's focus is on evaluation of project outcomes and dissemination of project products.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Followup and Dissemination/Charles Bernacchio, Human Services Development Institute, University of Southern Maine, 96 Falmouth Street, Portland, ME 04103, (207) 780-4430.

PROJECT PRODUCTS

Product Type/Title

Parent handbook//Making Choices: Available @$10.00, c/o Janet Brysh, CSR, USM, 96 Falmouth Street, Portland, ME 04103, (207) 780-4411.

School & community handbook//Partners in Progress: Available @$10.00, c/o Janet Brysh, CSR, USM, 96 Falmouth Street, Portland, ME 04103, (207) 780-4411.

Project developed instruments//Parent, Professional and Student Surveys: Available at no charge, c/o Charles Bernacchio, HSDI, USM, 96 Falmouth Street, Portland, ME 04103.

Videotape//Northeast Institute on Learning Disabilities I & II: Available c/o Charles Bernacchio, HSDI, USM, 96 Falmouth Street, Portland, ME 04103.

PROJECT TITLE: Training for Effective Transition

INSTITUTE #: 60

CONTACT PERSON: Joyce Beam

COMPETITION #: 84.023G

TELEPHONE: (301) 870-3814

MAILING ADDRESS:
Charles County Board of Education
P. O. Box D
La Plata, MD 20646

DATE FEDERAL FUNDING EXPIRED: 6/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to implement a comprehensive employment and training transition program for handicapped students from four regular high schools and a center for students who are moderately and severely handicapped. The primary handicapping condition(s) of the students/clients served by this project included: emotional disorder, learning disability and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continuation of all previous services.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. College for Living/Becky Cockerham, Charles County Community College.
2. Intake, Referral, Job placement, Job support, Peer support group for LD adults, and Self advocacy for MR adults/Joyce Beam, Charles County Board of Education, P. O. Box D, La Plata, MD 20646, (301) 870-3814.

PROJECT PRODUCTS

Product Type/Title

Brochure//Project TET: Training for Effective Transition.

Brochure//Service Delivery: Questions and Answers.

Training manual//Staff Handbook.

Journal article//Factors in the development of rural transition programs: Rural Special Education Quarterly.

PROJECT TITLE: Project READDY

CONTACT PERSON: Dianne Berkell

TELEPHONE: (516) 299-2125

DATE FEDERAL FUNDING EXPIRED: 9/30/87

INSTITUTE #: 62

COMPETITION #: 84.023G

MAILING ADDRESS:
Department of Special Education
C.W. Post Campus, Long Island University
Brookville, NY 11548

PROJECT PURPOSE. The purpose of this federally funded project was: to prepare severely handicapped autistic students, through a community-based vocational training program, for competitive employment positions. The primary handicapping condition(s) of the students/clients served by this project included: autism.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Institutionalization of the Program as part of the Nassau Center's ongoing curriculum.
2. Establishment and utilization of linkages with cooperating agencies to obtain job placements and supervision for aging-out students.
3. Product development.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake and eligibility determination, Assessment, Referral, Placement, Followup, Training, Education, Counseling, Program refinement and revision, Dissemination, Replication, Agency coordination and Research/Patrick Barry, Nassau Center for the Developmentally Disabled, 72 S. Woods Road, Woodbury, NY 11797, (516) 921-7650.

PROJECT PRODUCTS

Product Type/Title

Training manual//Job Training Manual: Product currently not available for dissemination.

Journal article//Career Development for Youth with Autism by D. Berkell: Journal of Career Development, (1987), 13(4), 14-20.

PROJECT TITLE: Project PROGRESS

CONTACT PERSON: Donna M. Bupp

TELEPHONE: (814) 238-1444

DATE FEDERAL FUNDING EXPIRED: 11/7/87

INSTITUTE #: 66

COMPETITION #: 84.023G

MAILING ADDRESS:
Association for Retarded Citizens
305 S. Burrowes Street
State College, PA 16801

PROJECT PURPOSE. The purpose of this federally funded project was: to expand the continuum of services for the developmentally disabled in Centre County to include on-site competitive employment training. The primary handicapping condition(s) of the students/clients served by this project included: learning disability, mental retardation and physical handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. All program components listed below will be continued with the primary activity being on-going search for resources to maintain the project for the future.
2. Current funding for project is provided by local school district and state department of education.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake/eligibility determination, Assessment, Referral, Placement, Followup, Training, Program refinement/revision, Dissemination, Replication, Agency coordination and Manpower training/Donna M. Bupp, Association for Retarded Citizens, 305 S. Burrowes Street, State College, PA 16801, (814) 238-1444.

PROJECT PRODUCTS

Product Type/Title

Brochure//PROGRESS: Available at no charge.

Training manual//Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society: Available @$6.00 from Project PROGRESS.

Project developed instruments//WORK PLUSS: Available from Project PROGRESS.

Curricula//WORK PLUSS: Available @$3.00 from Project PROGRESS.

Journal article//Financial implications of half- and full-time employment for persons with disabilities by Schloss, Wolf, and Schloss: Available @$.50 from Project PROGRESS.

Journal article//Self-management strategies for adolescents entering the work force by Schloss: Available @$.50 from Project PROGRESS.

Journal article//PROGRESS: A model program for promoting school-to-work transition: Available @$.50 from Project PROGRESS.

PROJECT TITLE: Postsecondary Training Project

INSTITUTE #: 67

CONTACT PERSON: Carla Jackson

COMPETITION #: 84.023G

TELEPHONE: (206)753-6733

MAILING ADDRESS:
Office of Superintendent of Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504

DATE FEDERAL FUNDING EXPIRED: 6/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a model for coordinating the placement and maintenance of special education graduates in post high school training programs. The primary handicapping condition(s) of the students/clients served by this project included: autism, behavioral disorder, developmental disability, health impairment, hearing impairment, learning disability, physical handicap and visual impairment.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Interagency team building - local education agencies.
2. Assessment/referrals - local education agencies.
3. Followup activities continuing in all three districts.
4. Focus on preparation for supported employment.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Followup studies/University of Washington, Network and Evaluation Team.
2. Agency coordination, Program refinement and revision, Referral and Assessment/John Pearson, local education agency.

PROJECT PRODUCTS

Product Type/Title

Training manual//Adult Transition Model, Community Service Model: Available a$15 - $18 from Edmarck Publications.

Final report: Available from Office of Superintendent of Public Instruction, Old Capitol Building, FG-11, Olympia, WA 98504.

PROJECT TITLE: Project INTERFACE

INSTITUTE #: 53

CONTACT PERSON: Justin Marino

COMPETITION #: 84.023G

TELEPHONE: (602) 965-2070

MAILING ADDRESS:
Arizona State University
Community Services Center
Tempe, AZ 85287

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to design, implement, and evaluate a model postsecondary demonstration project for handicapped youth ages 18 - 22 years. Project is designed to link handicapped youth, who exit secondary schools and who are not yet ready for competitive employment, to community-based training programs and services. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation, emotional disorder, physical handicap, learning disability and multiple handicap.

****

PROJECT TITLE: Job Training and Tryout

INSTITUTE #: 54

CONTACT PERSON: Mary Ann Katski

COMPETITION #: 84.023G

TELEPHONE: (301) 468-0913

MAILING ADDRESS:
George Washington University
Department of Education
2121 Eye Street, N.W.
Washington, DC 20052

DATE FEDERAL FUNDING EXPIRED: 8/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to demonstrate and disseminate a comprehensive service delivery model of transitional services needed to enhance the employability of "out of school, out of work" handicapped youth ages 18 - 22 years. The primary handicapping condition(s) of the students/clients served by this project included: learning disability and mental retardation.

PROJECT TITLE: Project TEE: Transitional Employment Support for Disabled Students

INSTITUTE #: 61

CONTACT PERSON: Cynthia Andrews

COMPETITION #: 84.023G

TELEPHONE: (603) 624-0600

DATE FEDERAL FUNDING EXPIRED: 9/30/87

MAILING ADDRESS:
Transitional Employment Enterprises
1361 Elm Street
Manchester, NH 03103

PROJECT PURPOSE. The purpose of this federally funded project was: to provide a transitional employment program based in the private sector for students aging out of special education systems in New Hampshire. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation and physical handicap.

* * *

PROJECT TITLE: Undergraduate Training Program to Enhance Employment Opportunities for LD College Students

INSTITUTE #: 63

CONTACT PERSON: Marijanet Doonan

COMPETITION #: 84.023G

TELEPHONE: (914) 359-9500, ext. 285

DATE FEDERAL FUNDING EXPIRED: 9/30/87

MAILING ADDRESS:
St. Thomas Aquinas College
Route 340
Sparkill, NY 10976

PROJECT PURPOSE. The purpose of this federally funded project was: to collaborate with Rockland County Association in order to enhance employability opportunities for learning disabled college graduates through a program which was established in 1982. A career training component was planned. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

PROJECT TITLE: Postsecondary Nonsheltered Vocational Training and Continuing Education for Severely Handicapped Young Adults

INSTITUTE #: 64

CONTACT PERSON: Jan Nisbet

COMPETITION #: 84.023G

TELEPHONE: (315) 423-4121

MAILING ADDRESS:
Division of Special Education & Rehabilitation
Syracuse University
805 S. Crouse Avenue
Syracuse, NY 13210

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to provide appropriate services and training that will prepare severely handicapped postsecondary age young adults for maximum participation in community based competitive employment sites, through instruction in criterion routines and in "best example" and/or general case training environments. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation, physical handicap and communication disorder.

****

PROJECT TITLE: Distributed Supported Work Project

INSTITUTE #: 65

CONTACT PERSON: Larry Rhodes

COMPETITION #: 84.023G

TELEPHONE: (503) 686-5311

MAILING ADDRESS:
Specialized Training Program
University of Oregon
135 Education
Eugene, OR 97403

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to improve the range and level of work benefits experienced by most postsecondary individuals with severe handicaps through placement and long term support in competitive job sites. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation.

COMPETITION PROFILE: CFDA 84.078B

POSTSECONDARY EDUCATION PROGRAMS FOR HANDICAPPED PERSONS: DEMONSTRATION PROJECTS FOR MILDLY MENTALLY RETARDED AND LEARNING DISABLED

INITIAL COMPETITION: 7/06/84

PURPOSE OF COMPETITION

The purpose of this competition was to stimulate the field of higher education to conduct projects that would enhance postsecondary possibilities for persons with mild mental retardation or persons with a learning disability especially to assure that demonstrated models for these populations are available to those concerned with their continuing educational needs. The primary focus was to provide individuals with a handicapping condition a means by which to pursue appropriate and effective educational opportunities in postsecondary, vocational and technical institutions. Projects were expected to develop, operate and disseminate specially designed model programs of postsecondary, vocational, technical, continuing, or adult education for persons with mild mental retardation or a learning disability.

AUTHORITY

Authority for this program is contained in Section 625 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

State educational agencies, institutions of higher education including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies were eligible for this competition.

FUNDS AVAILABLE

Approximately $2,200,000 was expected to be available for support of an estimated 15 new grants in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Fifteen demonstration projects were funded under this competition.

DURATION

Project support was available for periods of one, two, or three years. One project expired in 1985, four projects expired in 1986, and the remaining ten projects expired in 1987.

SUMMARY OF 84.078B EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The 15 projects under this competition focused on enhancing postsecondary possibilities for persons with mild mental retardation or learning disabilities. Two of the projects were involved with systems change with more than one institution. One project involved a statewide community college system and the second project focused on five college campuses. The primary purpose of four projects included service delivery at the community college level. Vocational training at the postsecondary level was the purpose for four projects. Information dissemination for purposes of enhancing access was the purpose indicated by two projects. Three projects specifically reported development of support and/or learning assistance programs as their primary purpose.

FOCUS OF CONTINUATION ACTIVITIES

Six projects reported on the focus of their continuation activities. One-third of these projects each indicated a focus on product development, expansion of program services, dissemination, assessment and inservice training.

PROJECT COMPONENTS BEING CONTINUED

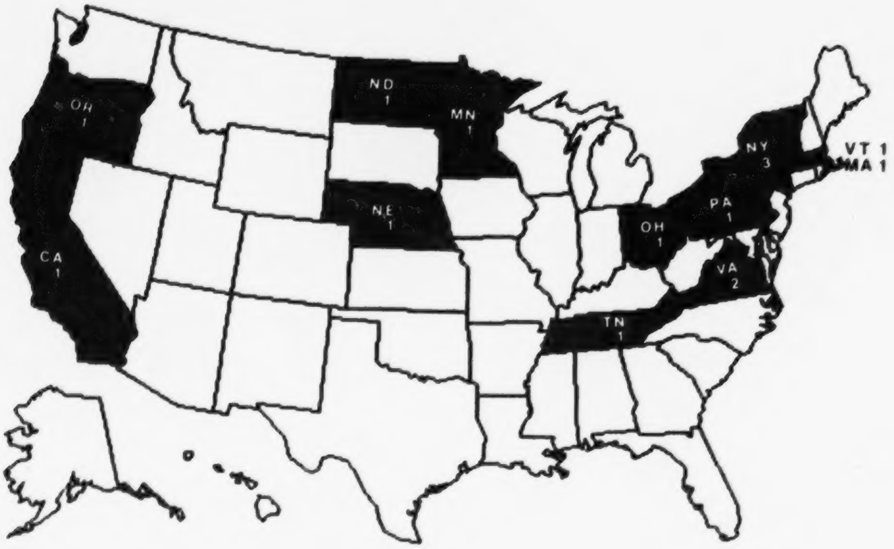
Of the six projects reporting on project components being continued, half indicated the continuation of assessment, training and intake/eligibility determination components. Two projects each reported continuing followup, referral, placement, education, manpower training, counseling and program refinement/revision components. Two projects indicated the continuation of project components by agencies other than the primary grantee.

PROJECT PRODUCTS

Products were reported by six projects in this competition. Seven training manuals have been developed by four of the projects and nine journal articles have been written by three projects. Brochures were indicated as a product by three projects, and two projects indicated instruments had been developed.

LOCATION OF 84.078B EXPIRED PROJECTS

The map below depicts the location of the expired projects funded under this competition.


OR 1
ND 1
MN 1
NY 3
VT 1
MA 1
NE 1
PA 1
OH 1
CA 1
VA 2
TN 1

PROJECT TITLE: Program Standards & Eligibility Criteria for LD Adults in Postsecondary Education

INSTITUTE #: 86

COMPETITION #: 84.078B

CONTACT PERSON: Lynn Frady

TELEPHONE: (916) 323-5957

MAILING ADDRESS:
Chancellor's Office
California Community Colleges
1107 Ninth Street, 2nd Floor
Sacramento, CA 95814

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to standardize, delineate, and distribute a process and criteria for assessment and identification of LD adults in community colleges to be normed and validated for non-handicapped adult population for the State of California. To develop minimum learning disabled program services to be standardized statewide. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Inservice training of LD specialists for use of LD guidelines.
2. Continued revision of training manual, intake screening booklet.
3. Judgemental analysis research on test bias.
4. Assessment and bias task force.
5. Publication of core services directory and dissmination.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake/eligibility determination, Assessment, Referral, Placement, Followup, Training, Education, Counseling, Program refinement/revision, Dissemination, Replication, Agency Coordination, Manpower training and Research/Lynn Frady, Chancellor's Office, 1107 Ninth Street, 2nd Floor, Sacramento, CA 95814, (916) 323-5957.

PROJECT PRODUCTS

Product Type/Title

Training manual//California Assessment System for Adults with Learning Disabilities: Available @$250.00 in the rough draft form from Chancellor's Office Workshops.

Core Services Directory//California Community Colleges Programs and Services for the Learning Disabled: will be available approximately 5/88.

PROJECT TITLE: Postsecondary Intervention Model for Learning Disabilities

INSTITUTE #: 89

CONTACT PERSON: Mary Morris and Jan Leuenberger

COMPETITION #: 84.078B

TELEPHONE: (402) 472-5469/472-5475

MAILING ADDRESS:
253 Barkley Memorial Center
University of Nebraska - Lincoln
Lincoln, NE 68583-0731

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to provide a program for the language learning disabled (LLD) population who are motivated to seek postsecondary education in a university setting. The project will implement a sequence of activities for LLD students, promote accepting and supportive climate, increase awareness of service availability, document the incidence of LLD students and provide adapted education alternatives. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continuation of program components listed below.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Identification/verification of LD adults and Modified education programs/Jan Leuenberger, Barkley Center Speech and Hearing Clinic, University of Nebraska - Lincoln, Handicapped Services, 127 Administration, Lincoln, NE 68583-0731, (402) 472-3417.

PROJECT PRODUCTS

Product Type/Title

Brochure//PS IM LD Brochure: Product information available from M. Morris or Jan Leuenberger, University of Nebraska-Lincoln, 253 Barkley Memorial Center, Lincoln, NE 68583-0731.

Training manual//Test preparation and test taking techniques: Product information available from M. Morris or Jan Leuenberger, University of Nebraska-Lincoln, 253 Barkley Memorial Center, Lincoln, NE 68583-0731.

Training manual//Word study: a problem-solving strategy for reading comprehension: Product information available from M. Morris or Jan Leuenberger, University of Nebraska-Lincoln, 253 Barkley Memorial Center, Lincoln, NE 68583-0731.

Training manual//Writing the research paper: Product information available from M. Morris or Jan Leuenberger, University of Nebraska-Lincoln, 253 Barkley Memorial Center, Lincoln, NE 68583-0731.

Training manual//Self-advocacy & assertiveness for the LD college student: Product information available from M. Morris or Jan Leuenberger, University of Nebraska-Lincoln, 253 Barkley Memorial Center, Lincoln, NE 68583-0731.

Journal article//Are student services professionals and faculty prepared to serve learning disabled college students?, Journal of College Student Personnel, Vol. 28, No. 1, 1/87.

Journal article//Faculty inservice: Impact on the postsecondary climate for learning disabled students, Journal of Postsecondary Education and Disability, Vol. 5, No. 2, 1987.

PROJECT TITLE: Redirecting Vocational Training to the Community College: A Purchasable Option for Mildly Handicapped Consumers

INSTITUTE #: 90

COMPETITION #: 84.078B

CONTACT PERSON: Bert Flugman

TELEPHONE: (212) 221-3532

DATE FEDERAL FUNDING EXPIRED: 9/30/87

MAILING ADDRESS:
CASE/IRDOE
CUNY Graduate School
22 W. 42nd Street, Room 620N
New York, NY 10036

PROJECT PURPOSE. The purpose of this federally funded project was: to develop low-cost, non-degree vocational training at community colleges for handicapped youth who are school leavers and for disabled adults who need further training but aren't eligible for matriculated programs because they lack a high school diploma. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Conduct project in collaboration with a non-profit propriertary school rehabilitation agency. The latter will provide intense vocational skills training.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Basic skills training, Interpersonal skills training, Vocational skills training, Career counseling, Work study and Tutoring/Bert Flugman, CASE/IRDOE, CUNY Graduate School, 33 W. 42nd Street, Room 620N, New York, NY 10036, (212) 221-3532.

PROJECT PRODUCTS

Product Type/Title

Project developed instruments//Competency rating forms, adapated self-concept scale, and forms used to monitor student performance.

Journal article//Redirecting vocational training to the community college: A purchasable option for mildly handicapped consumers, in Reflections on transition: Model programs for youth with disabilities, NY: Center for Advanced Study in Education, CUNY Graduate School, 1986.

Journal article//Non-matriculated career prepartion in the community college for low-functioning learning disabled young adults. Proceedings of the 1987 Conference of the Association on Handicapped Student Service Programs in Postsecondary Education (in press).

Final Technical Report.

PROJECT TITLE: Comprehensive Program for LD University Students

CONTACT PERSON: Anna Gajar

TELEPHONE: (814) 863-2284

DATE FEDERAL FUNDING EXPIRED: 6/86

INSTITUTE #: 100

COMPETITION #: 84.078B

MAILING ADDRESS:
Penn State University
Division of Special Education and
Communication Disorders
207 Old Main
226B Moore
University Park, PA 16802

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a comprehensive diagnostic and academic support service program for learning disabled university students for the purpose of retaining and graduating participants. To conduct awareness and information activities for LD advisors, faculty, counselors, and other staff involved with LD students. To address and/or identify unique problem areas (e.g., written expression, foreign language) indicating a need for research. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Increase the number of students being served to 30 - 50 per semester.
2. Presentations of systematic study skills program, which has evolved from working with LD university students.
3. Development of a video on the SSS Program.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Assessment and Training/Anna Gajar, Penn State University, 226B Moore, University Park, PA 16801, (814) 863-2284.

PROJECT PRODUCTS

Product Type/Title

Training manual//Programming for college students with learning disabilities: A program development and service delivery guide for university service providers, diagnosticians, tutors, counselors, and learning disabled students: Available @$16.00 (AHSSPPE member); $25.00 (non-member) from AHSSPPE, P.O. Box 21192, Columbus, OH 43221.

Journal article//Foreign language learning disabilities: the identification of predictive and diagnostic variables by Anna Gajar (1987), Journal of Learning Disabilities, 20, (6), 327-330.

Journal article//Identifying data based procedures for written expression disabilities at the university level by A.H. Gajar & N. Harriman, (1987), Education, 107, (3), 252-258.

Journal article//Performance of learning disabled university students on the Woodcock-Johnson Psycho-Educational Battery Part II-Tests of Achievement by Anna Gajar, (in press), Diagnostique.

Journal article//A comparison of WAIS-R profiles of college LD and normal students by J. Salvia, A. Gajar, M. Gajria and S. Salvia, (in press), Journal of Learning Disabilities.

Journal article//A computer analysis of written language variables and a comparison of compositions written by learning disabled and nonlearning disabled university students by Anna Gajar (in press), Journal of Learning Disabilities.

PROJECT TITLE: Project PERT

CONTACT PERSON: Joseph M. Ashley

TELEPHONE: (703) 332-7123

DATE FEDERAL FUNDING EXPIRED: 9/30/86

INSTITUTE #: 96

COMPETITION #: 84.078B

MAILING ADDRESS:
Woodrow Wilson Rehabilitation Center
Box 250
Fishersville, VA 22939

PROJECT PURPOSE. The purpose of this federally funded project was: to demonstrate an innovative approach which will enhance the post secondary options and opportunities of mildy retarded and LD youth in the Commonwealth of Virginia. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Increase implementation sites by 10 localities.
2. Provide inservice training for 50 professionalS from Department of Education's LEA's and Division of Rehabilitative Services in PERT Transition Model.
3. Provide initial evaluations for 150 students.
4. Provide 50 supplemental evaluations.
5. Monitor 350 students in secondary and postsecondary settings.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake/eligibility determination, Assessment, Referral, Placement and Followup/Wendell L. Coleman, Director of Vocational Services, Woodrow Wilson Rehabilitation Center, Fishersville, VA 22939, (703) 332-7232; Thomas Bass, Program Supervisor, Department of Education, 4901 Fitzhugh, Richmond, VA 23230, (804) 327-0291; Department of Special Education, 23rd Floor, Monroe Building, Richmond, VA 23216-2060, (804) 225-2880.

PROJECT PRODUCTS

Product Type/Title

Brochure//Project PERT Process: Available from project.
Newsletter//PERT Newsletter: Available from project.
Training manual//PERT Training Manual: Available @$20.00 from project.
Replication manual//PERT Operations Manual: Available @$20.00 from project.

PROJECT TITLE: CHANCE: Supportive Services for Mentally Retarded Adults

INSTITUTE #: 94

COMPETITION #: 84.078B

CONTACT PERSON: Susan W. Meslang

MAILING ADDRESS:
CHANCE Program
Child Study Center
Old Dominion University
Norfolk, VA 23529-0136

TELEPHONE: (804) 440-4735

DATE FEDERAL FUNDING EXPIRED: 10/86

PROJECT PURPOSE. The purpose of this federally funded project was: to provide support for the mildly mentally retarded adult and his family in his transition from special education classes to the adult community experience. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Social skills classes for developmentally disabled adults and caregivers including: care of clothing, time management, meal planning, and preparation for grocery shopping.
2. Development of training model for replicated program.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Social skills classes for developmentally disabled adults, Parenting classes for caregivers of DD adults and Curriculum development/Susan Meslang, CHANCE Program, Child Study Center, Old Dominion University, Norfolk, VA 23529-0136, (804) 440-4735.

PROJECT PRODUCTS

Product Type/Title

Brochure//CHANCE Program Information Brochure: Available free from project.
Project developed instruments//Program Evaluation: Available from project.
Curricula//People to people: Available from project.
Curricula//Improving your self concept: Available from project.
Curricula//Assertiveness training: Available from project.
Curricula//Emergency & home safety: Available from project.
Curricula//Building relationships: Available from project.
Curricula//Living Well: Available from project.
Curricula//Work adjustment: Available from project.
Curricula//Manners that matter: Available from project.
Curricula//Dress for success: Available from project.
Curricula//Basic consumerism: Available from project.
Curricula//Home repair: Available from project.
Curricula//Introduction to dancing: Available from project.
Curricula//Understanding your body: Available from project.
Curricula//Social & intimate relationships: Available from project.

PROJECT TITLE: Project Collegebound

INSTITUTE #: 87

CONTACT PERSON: Ellen Racioppi

COMPETITION #: 84.078B

TELEPHONE: (617) 729-3091

MAILING ADDRESS:
Winchester Public Schools
154 Horn Pond Brook Road
Winchester, MA 01890

DATE FEDERAL FUNDING EXPIRED: 3/6/87

PROJECT PURPOSE. The purpose of this federally funded project was: to provide secondary LD students (and those with similar learning characteristics) with skills known to be critical to good learning and academic success through a credited, JDRP approved, Learning to Learn course. To provide teachers with the training and coaching required to implement LTL skills within the content area, and to incorporate current research on learning styles/hemispheric preference in lesson plan design. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

***

PROJECT TITLE: Enhancing the Transition of Mildly Retarded and LD Postsecondary Vocational Education

INSTITUTE #: 88

CONTACT PERSON: James M. Brown

COMPETITION #: 84.078B

TELEPHONE: (612) 624-7754

MAILING ADDRESS:
Room 460 Vo Tech Building
University of Minnesota
St. Paul, MN 55108

DATE FEDERAL FUNDING EXPIRED: 8/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and field test a model program that enhances the transition of mildly retarded and learning disabled persons from secondary special education programs and other settings, through postsecondary vocational education settings, and into gainful employment. To finalize development and implementation of materials and processes from both the Minnesota and Washington field sites. To determine the validity of instrumentation for identifying and monitoring potential dropouts with handicaps. The primary handicapping condition(s) of the students/clients served by this project included: learning disability and mental retardation.

PROJECT TITLE: Assimilating the Learning Disabled into Community College

INSTITUTE #: 85

CONTACT PERSON: Craig Michaels

COMPETITION #: 84.078B

TELEPHONE: (516) 747-5400

MAILING ADDRESS:
Human Resources Center
I.U. Willets Road
Albertson, NY 11507

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to facilitate the transition of learning disabled students, who may have had no previous plans for higher education, into three community college settings. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

****

PROJECT TITLE: Project CLASS - Career and Learning Assistance and Support Services

INSTITUTE #: 84

COMPETITION #: 84.078B

CONTACT PERSON: Irwin Rosenthal

TELEPHONE: (212) 598-7841

MAILING ADDRESS:
New York University
Counselor Education Department, SEHNAP
Room 400, East Building
Washington Square
New York, NY 10003

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to offer learning disabled students at New York University in undergraduate and graduate colleges with three different orientations - traditional, liberal arts, professional preparation, and a non-traditional work/study program - varied services to facilitate academic survival/success, career development and job preparation. Services include individualized programming, computer-assisted instruction, and group and individual career and study strategies/tutoring services. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

PROJECT TITLE: Postsecondary Education Programs for the Handicapped

CONTACT PERSON: Dorothy Fisher

TELEPHONE: (701) 663-0376

DATE FEDERAL FUNDING EXPIRED: 9/1/86

INSTITUTE #: 91

COMPETITION #: 84.078B

MAILING ADDRESS:
Housing, Industry, Training, Inc.
Habilitation Services
1007 - 18th Street, NW
Mandan, ND 58854

PROJECT PURPOSE. The purpose of this federally funded project was: to provide vocational training in the human services field for functionally handicapped young adults - the result being employment for this relatively new labor force. Includes course development, curriculum modification, and replication of instructional materials.

****

PROJECT TITLE: Centrally Coordinated Approach to Serving LD Students on Five College Campuses

CONTACT PERSON: Lydia Block

TELEPHONE: (614) 422-3995

DATE FEDERAL FUNDING EXPIRED: 12/1/85

INSTITUTE #: 97

COMPETITION #: 84.078B

MAILING ADDRESS:
The Ohio State University Research Foundation
1314 Kinnear Road
Columbus, OH 43212-1194

PROJECT PURPOSE. The purpose of this federally funded project was: to demonstrate a model which will show how many clusters of geographically close schools can share services effectively to better meet the needs of the learning disabled.

PROJECT TITLE: A Model Program of Community College Special Education for Adults with Mild Mental Retardation

INSTITUTE #: 92

CONTACT PERSON: Daniel Close/Robert Wells

COMPETITION #: 84.078B

TELEPHONE: (503) 686-3585

MAILING ADDRESS:
Division of Special Education & Rehabilitation
University of Oregon
Eugene, OR 97403

DATE FEDERAL FUNDING EXPIRED: 8/31/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop, validate, and replicate a model instructional program within community college settings for persons with mild mental retardation. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, cerebral palsy, developmental disability, emotional disorder, epilepsy, hearing impairment, learning disability, mental retardation, physical handicap, speech impairment and visual impairment.

****

PROJECT TITLE: College Access Program

INSTITUTE #: 93

CONTACT PERSON: Earl Davis

COMPETITION #: 84.078B

TELEPHONE: (615) 755-4368

MAILING ADDRESS:
University of Tennessee
520 Oak Street
Chattanooga, TN 37303

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to design, implement, and disseminate information on a program for persons with a learning disability who wish to pursue postsecondary education. The primary handicapping condition(s) of the students/clients served by this project included: learning disability.

PROJECT TITLE: Transition II - Postsecondary

INSTITUTE #: 95

CONTACT PERSON: Michael Collins

COMPETITION #: 84.078B

TELEPHONE: (802) 656-2936

MAILING ADDRESS:
Department of Special Education
407 Waterman Building
University of Vermont
Burlington, VT 05405

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop, implement, and evaluate a training and employment program in a postsecondary setting for individuals who are mentally retarded. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation.

COMPETITION PROFILE: CFDA 84.128A

SPECIAL PROJECTS AND DEMONSTRATIONS FOR PROVIDING VOCATIONAL REHABILITATION SERVICES TO SEVERELY DISABLED INDIVIDUALS

INITIAL COMPETITION: 5/08/84

PURPOSE OF COMPETITION

The major purpose of this program was to establish demonstration projects for providing comprehensive programs in rehabilitation services which hold promise of expanding or otherwise improving the vocational rehabilitation of persons with severe disabilities who have special rehabilitation needs because of the nature of their disabilities. The primary goal was to assist individuals with severe disabilities to achieve the optimal vocational adjustment of which they are capable. Three priorities were identified under this competition. Programs supported under priority three, transition from school or institution to work, were to develop effective strategies that involved use of integrated, generic community programs such as community colleges, non-profit vocational and technical schools, non-profit private schools, and other similar agencies or institutions. These programs were to provide transitional vocational services leading to full employment for individuals leaving a school or an institution.

AUTHORITY

Authority for this program is contained in Section 311(a)(1) of the Rehabilitation Act of 1973, as amended. (29 U.S.C. 777a(a)(1)).

ELIGIBLE RECIPIENTS

States and public or nonprofit agencies and organizations were eligible to apply for grants under this program.

FUNDS AVAILABLE

Approximately $2,935,000 was made available to support an estimated 25 new severely disabled projects in fiscal year 1984. The amount available for the transition priority was approximately one-fourth of the overall funding level or $733,750.

NUMBER OF GRANTS AWARDED

Five special projects and demonstration grants were funded under the transition priority.

DURATION

Project support was available for up to three years subject to an annual review of progress and availability of funds. All projects supported by this grant award expired in 1987.

SUMMARY OF 84.128A EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The primary purpose of the five projects funded under this competition was the provision of training for employment demonstration models. Projects were to target individuals with severe disabilities in the development of effective transitional strategies.

PROJECT COMPONENTS BEING CONTINUED

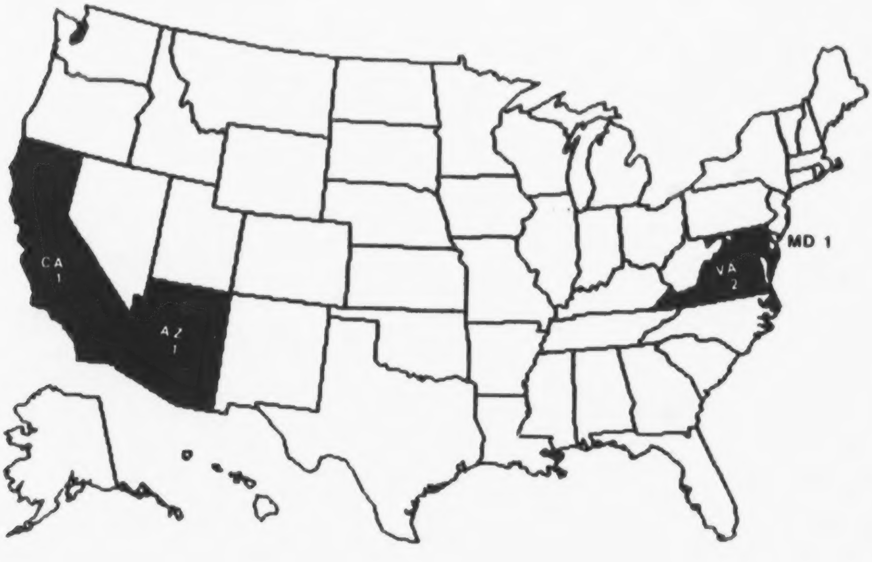
Three projects reported on continuation activities. Followup was the focus of continuation activities for two projects. Training, assessment and placement components were also reported as being continued by two projects. One project indicated the continuation of project components by agencies other than the primary grantee.

PROJECT PRODUCTS

One project indicated the development and availability of a brochure, operational manual and slide presentation as project products.

LOCATION OF 84.128A PROJECTS

The map below depicts the location of the five expired projects in this competition.



PROJECT TITLE: Youth Employment: Transition from School to Work

CONTACT PERSON: Patricia Patton

TELEPHONE: (619) 229-2462

SPECIAL NET USER ID: SDSU SE California

DATE FEDERAL FUNDING EXPIRED: 10/1/87

INSTITUTE #: 80

COMPETITION #: 84.128A

MAILING ADDRESS:
San Diego State University
6310 Alvarado Court
San Diego, CA 92120

PROJECT PURPOSE. The purpose of this federally funded project was: to design a model which includes instructional, training and employment strategies that will prepare students with moderate and severe handicaps for transition to, and employment in, a wide variety of community jobs and businesses. Primary to this purpose will be the active coordination of school and adult service agencies working with students parents, and families to facilitate transition. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, learning disability and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Followup.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Training/Judy Richesin, Educational Cultural Complex, 4343 Oceanview Blvd., San Diego, CA 92113 (619) 230-2842.
2. Education/Bob Langsdale, The B.E.L.I. Clinic/Laddi Farm, 2017 Orange Avenue, Ramona, CA 92065 (619) 789-8040.
3. Counseling/Patricia Veign, Partnerships with Industry, 3633 Camino Del Rio South, Suite 202, San Diego, CA 92108, (619) 280-5921.
4. Agency coordination/Karin Norberg, CA Department of Rehabilitation, Vocational Resource Services, 1350 Front Street, Room 4061, San Diego, CA 92101, (610) 237-7284; and Carlotte Pennell Taylor, San Diego Regional Center, 4355 Ruffin Road, Suite 306, San Diego, CA 92123, (619) 576-2980.
5. Placement & working/George Kathawa, New Pride Car Wash, 816 N. 2nd Street, El Cajon, CA, (619) 444-5968.

PROJECT PRODUCTS

Product Type/Title

Final report//Products listed in final report: Available from ERIC Clearinghouse.

PROJECT TITLE: Blind Access Computers (BAC)

INSTITUTE #: 79

CONTACT PERSON: Philip Mertz

COMPETITION #: 84.128A

TELEPHONE: (804) 371-3117

MAILING ADDRESS:
VA Department for the Visually Handicapped
397 Azalea Avenue
Richmond, VA 23227

DATE FEDERAL FUNDING EXPIRED: 9/87

PROJECT PURPOSE. The purpose of this federally funded project was: to enable blind student/clients to make a smooth transition from the classroom to employment by providing a mechanism to allow them to participate fully in computer-related courses, and providing meaningful work experiences, job placements and follow-up services. The primary handicapping condition(s) of the students/clients served by this project included: visual impairment.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Purchase of adaptive computer equipment/Philip Mertz or David Best, VA Department for the Visually Handicapped, 397 Azalea Avenue, Richmond, VA 23227.

PROJECT PRODUCTS

Product Type/Title

Final report: submitted to U. S. Department of Education, Office of Special Education and Rehabilitative Services, Washington, D.C.

PROJECT TITLE: Valley Transitional School Project

INSTITUTE #: 82

CONTACT PERSON: George Drummond

COMPETITION #: 84.128A

TELEPHONE: (703) 332-7716

MAILING ADDRESS:
Department of Rehabilitation Services
112 Mactanly Place
Staunton, VA 24401

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to provide comprehensive rehabilitation and educational services to students with severe disabilities, which will enable them to make the transition from school to gainful employment. The primary handicapping condition(s) of the students/clients served by this project included: cerebral palsy, emotional disorder, hearing impairment, learning disability, mental retardation and physical handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continuation of project activities.
2. Development of 5 year followup plan.
3. Increase inservice and community awareness activities for teachers, guidance personnel and school officials.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Transitional School Program including Screening, Assessment, Training options and Placement services/Barbara Smallwood, Transition Specialist, Augusta County Schools, (703) 885-0088.

PROJECT PRODUCTS

Product Type/Title

Brochure//A Sense of Pride, a guide for parents/employers: Available at no cost from project, contact George Drummond, Department of Rehabilitation Services, 112 Mactanly Place, Staunton, VA 24401.

Operational manual//Transitional School Services: Available @$5.00 (copying & postage), contact George Drummond, Department of Rehabilitation Services, 112 Mactanly Place, Staunton, VA 24401.

Slide presentation//A Sense of Pride: For product information contact George Drummond, Department of Rehabilitation Services, 112 Mactanly Place, Staunton, VA 24401.

PROJECT TITLE: Olta' Doo Naa Nishji Project

INSTITUTE #: 83

CONTACT PERSON: Sherry A. Curley or Elmer Guy

COMPETITION #: 84.128A

TELEPHONE: (602) 871-5076

MAILING ADDRESS:
Navajo Vocational Rehabilitation Program
P. O. Box 1420
Window Rock, AZ 86515

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to ensure that handicapped Navajo youth leave school with marketable skills and with opportunities for postsecondary training and employment. The primary handicapping condition(s) of the students/clients served by this project included: learning disability and substance abuse.

****

PROJECT TITLE: Goodwill Industries Special Projects for Severely Handicapped

INSTITUTE #: 81

CONTACT PERSON: Maxine Fuller

COMPETITION #: 84.128A

TELEPHONE: (301) 530-6500

MAILING ADDRESS:
Goodwill Industries of America
9200 Wisconsin Avenue
Bethesda, MD 20814

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to bring together education, rehabilitation, business, and Goodwill Industries in a program effort (pre-employment services, job training, and job placement) to train and place 250 severely handicapped persons in competitive employment. The primary handicapping condition(s) of the students/clients served by this project included: severe handicap.

COMPETITION PROFILE: CFDA 84.158A

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH - SERVICE DEMONSTRATION MODELS

INITIAL COMPETITION: 7/06/84

PURPOSE OF COMPETITION

The purpose of this program was to support projects that would develop and establish exemplary models for services and programs which include specific vocational training and job placement. Projects were expected to identify populations of individuals with handicapping conditions who have been isolated from the sequence of vocational education to employment capability. Using a school-community setting for developing a comprehensive model, projects were to incorporate a number of components for transition from school to competitive or supportive employment. Suggested components included: curriculum development in special education and vocational education, transition from secondary schools to time-limited services to gain entry into the labor market, development of ongoing community-based services to provide necessary support, and development of school/employer linkages such as Projects With Industry.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, State educational agencies, local educational agencies, or other appropriate public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for support of 10 new demonstration projects in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Sixteen service demonstration models were funded under this competition.

DURATION

Project support was for a three-year period subject to an annual review of progress and the availability of funds. All projects funded under this competition expired in 1987.

SUMMARY OF 84.158A EXPIRED PROJECT PROFILES

PROJECT PURPOSE

The demonstration models funded under this competition were to focus on vocational training and job placement. The specific purposes stated by the 16 funded projects reflected this overall purpose. Six projects indicated as a specific purpose, the development of either a competitive employment or supported work model. The other projects all indicated a purpose which included vocational training, job placement or work training models.

FOCUS OF CONTINUATION ACTIVITIES

Four projects reported on the focus of their continuation activities. The current focus indicated by individual projects included agency coordination, placement, followup, program refinement/revision, dissemination, referral, training, assessment, evaluation, transition planning and continuation of funding.

PROJECT COMPONENTS BEING CONTINUED

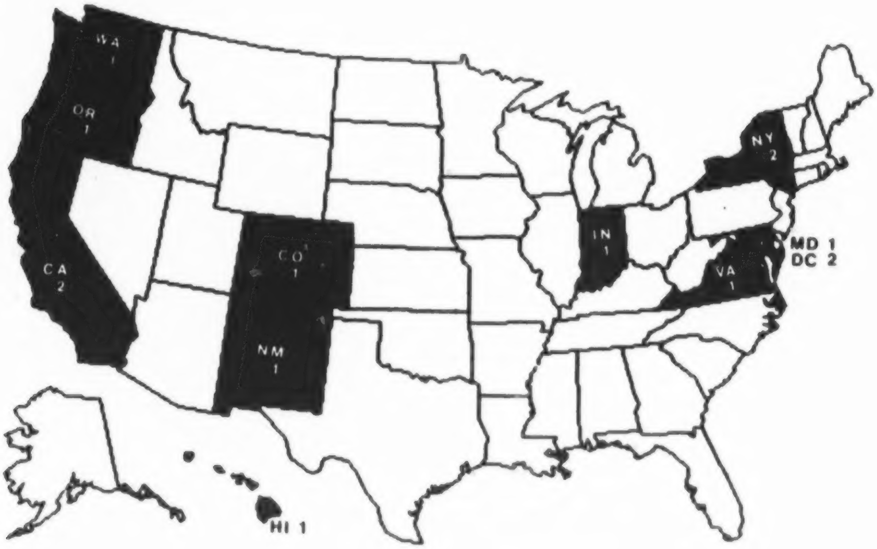
Of the five projects indicating which project components were being continued, all reported continuation of a placement component. Four projects are continuing an intake component and three projects each indicated continuation of agency coordination, followup and dissemination. Two projects each reported program refinement/revision, training, assessment, transition planning and support services as components being continued. Three projects indicated continuation of project components by agencies other than the primary grantee.

PROJECT PRODUCTS

Four projects reported on product development. Three projects indicated availability of a brochure. Four journal articles, a book and a chapter in a book have been produced by two projects. Replication manuals and various curriculum guides have been developed through two projects.

LOCATION OF 84.158A EXPIRED PROJECTS

The map below depicts the location of the expired projects funded under this competition.


WA 1
OR 1
CA 2
CO 1
NM 1
IN 1
NY 2
VA 1
MD 1
DC 2
HI 1

PROJECT TITLE: Secondary Education and Transitional Services for Handicapped Youth

INSTITUTE #: 21

COMPETITION #: 84.158A

CONTACT PERSON: Dan Hulbert

TELEPHONE: (213) 698-8121

MAILING ADDRESS:
Whittier Union High School District
Career Assessment & Placement Center
9401 S. Painter
Whittier, CA 90605

DATE FEDERAL FUNDING EXPIRED: 12/31/87

PROJECT PURPOSE. The purpose of this federally funded project was: to provide a comprehensive network of vocational, independent living skills, community consumer and career education services for all students with exceptional needs (within the 8 cooperating school districts) through expanding services of existing Career Assessment and Placement Center, evaluating effectiveness of these services, and implementing a dissemination program. The primary handicapping condition(s) of the students/clients served by this project included: emotional disorder, health impairment, hearing impairment, learning disability, mental retardation, speech impairment, visual impairment and multiple handicap.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continuation and refinement of all program components.
2. Dissemination of training/replication manuals.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake/eligibility determination, Assessment, Referral, Placement, Followup, Training, Education, Counseling, Program refinement and revision, Dissemination, Replication and Agency coordination/Dan Hulbert, Whittier Union High School District, Career Assessment & Placement Center, 9401 S. Painter, Whittier, CA 90605.

PROJECT PRODUCTS

Product Type/Title

Brochure//Career Assessment and Placement Center: Available from project, contact Dan Hulbert, Whittier Union High School District, Career Assessment & Placement Center, 9401 S. Painter, Whittier, CA 90605.
Newsletter//Bottomline: Available from project, contact Dan Hulbert, Whittier Union High School District, Career Assessment & Placement Center, 9401 S. Painter, Whittier, CA 90605.
Videotape//The Best That You Can Be: Available @$30.00 from project, contact Dan Hulbert, Whittier Union High School District, Career Assessment & Placement Center, 9401 S. Painter, Whittier, CA 90605.
Videotape//Help Wanted: Available @$15.00 from project, contact Dan Hulbert, Whittier Union High School District, Career Assessment & Placement Center, 9401 S. Painter, Whittier, CA 90605.
Curricula//SH Curriculum: Available from project, contact Dan Hulbert, Whittier Union High School District, Career Assessment & Placement Center, 9401 S. Painter, Whittier, CA 90605.
Replication manual//Dissemination manual: Available from project, contact Dan Hulbert, Whittier Union High School District, Career Assessment & Placement Center, 9401 S. Painter, Whittier, CA 90605.

PROJECT TITLE: A Continuum of Coordinated Transition Services for Developmentally Disabled in a Large Rural Area

INSTITUTE #: 28

COMPETITION #: 84.158A

CONTACT PERSON: Patricia Tompkins-McGill

TELEPHONE: (505) 672-1791

DATE FEDERAL FUNDING EXPIRED: 10/30/87

MAILING ADDRESS:
Las Cumbres Learning Services, Inc.
P.O. Box 740
Los Alamos, NM 87544

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and demonstrate innovative methods of facilitating sheltered, competitive and supported employment opportunities for developmentally disabled youth who reside in large rural socio-economically depressed regions of northern New Mexico. The primary handicapping condition(s) of the students/clients served by this project included: developmentally disabled.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Placement and Follow-along/Terry Briggance, (505) 827-3522, Andy Winnegar (505) 827-3520, Division of Vocational Rehabilitation, 604 San Mateo, Santa Fe, NM 87503; Steve Dossey, Developmental Disabilities Bureau, Health and Environment Department, P.O. Box 968, Santa Fe, NM 87504-0968, (505) 827-2573; Jim Crews, Developmental Disabilities Planning Council, Office of Health Policy and Planning, P.O. Box 968, Room #4094 North, 4th Floor, Harold Runnels Building, 1190 St. Francis Drive, Santa Fe, NM 87504-0968, (505) 827-2707; Ronald Garcia, Las Cumbres Learning Services, Affirmative Industry, P.O. Box 740, Los Alamos, NM 87544
2. Supported living and Cottage industry/Steve Dossey, Developmental Disabilities Bureau, Health and Environment Department, P.O. Box 968, Santa Fe, NM 87504-0968, (505) 827-2573.
3. Sheltered employment/Terry Briggance, (505) 827-3522, Andy Winnegar, (505) 827-3520, Division of Vocational Rehabilitation, 604 San Mateo, Santa Fe, NM 87503; Steve Dossey, Developmental Disabilities Bureau, Health and Environment Department, P.O. Box 968, Santa Fe, NM 87504-0968, (505) 827-2573.
4. Public Awareness/Jim Crews, Developmental Disabilities Planning Council, Office of Health Policy and Planning, P.O. Box 968, Room #4094 North, 4th Floor, Harold Runnels Building, 1190 St. Francis Drive, Santa Fe, NM 87504-0968, (505) 827-2707.
5. Support to families/Steve Dossey, Developmental Disabilities Bureau, Health and Environment Department, P.O. Box 968, Santa Fe, NM 87504-0968, (505) 827-2573; Las Cumbres Learning Services, Inc., P.O. Box 740, Los Alamos, NM 87544, (505) 672-1791.
6. Transition from school/Jim Crews, Developmental Disabilities Planning Council, Office of Health Policy and Planning, P.O. Box 968, Room #4094 North, 4th Floor, Harold Runnels Building, 1190 St. Francis Drive, Santa Fe, NM 87504-0968, (505) 827-2707.

PROJECT PRODUCTS

Product Type/Title

Curricula//Death and Dying and the Grief Process: Available @$25.00; Sexuality: Available @$25.00; Adult Clients' Rights Handbook: Available @$15.00; Disability Adjustment: Available @$25.00; Task Analysis and Curriculum on Janitorial & Groundskeeping Skills: Available @$25.00; Task Analysis & Curriculum on Pantograph Engraving Skills: Available @$25.00; Task Analysis & Curriculum on Electronics Assembly Skills: Available @$25.00; Employment of the Handicapped through Community Involvement: Available @$25.00; Las Cumbres Learning Services, Inc., P.O. Box 740, Los Alamos, NM 87544, (505) 672-1791.

Videotape//Wait 'Till You See What I Can Do: Available @$135.00 for series of 3/4" broadcast quality or @$50.00 individually; also available in 1/2" and 1" formats.

PROJECT TITLE: Competitive Employment for Young Adults with Mental Retardation

CONTACT PERSON: Paul Wehman

TELEPHONE: (804) 367-1851

DATE FEDERAL FUNDING EXPIRED: 9/30/87

INSTITUTE #: 32

COMPETITION #: 84.158A

MAILING ADDRESS:
Rehabilitation Research & Training Center
Virginia Commonwealth University
VCU P.O. Box 2011
Richmond, VA 23284-2011

PROJECT PURPOSE. The purpose of this federally funded project was: to demonstrate competitive employment for youth with mental retardation through a supported work approach including job site training and follow-along services after placement. The primary handicapping condition(s) of the students/clients served by this project included: autism and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Evaluate program outcomes.
2. Demonstrate job placement for youth with severe handicaps using a supported employment approach.
3. Participate in Individualized Transition Planning meetings.
4. Provide linkage with adult service providers.
5. Provide followup services.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Research and Dissemination/Paul Wehman, Virginia Commonwealth University, VCU P.O. Box 2011, Richmond, VA 23284-2011, (804) 367-1851.
2. Individualized transition planning meetings, Supported work services, Job placement, Referral and Agency coordination/Dianna Camden, Amelia Street School, 1821 Amelia Street, Richmond, VA 23220, (804) 780-6275; Mary Ellen Hale, Bird High School, 1301 Courthouse Road, Chesterfield, VA 23832, (804) 266-7609; Connie Ford Jasper, Special Education, Howard Administration Building, 3801 West Braddock Road, Glen Allen, VA 23060, (703) 998-2176; Cathy Crider & Jeanette Thorpe, Center for Effective Learning, 233 North Witchduck Road, Virginia Beach, VA 23462, (804) 473-5041.
3. Intake/eligibility determination, Funding, Referral and Individualized transition planning meetings/Mike Stone, Virginia Department of Rehabilitative Services, P.O. Box 6297, Richmond, VA 23230, (804) 257-0042; Bill Bernside, Virginia Department of Rehabilitative Services, Newington Building, 7830 Backlick Road, Suite 115, Springfield, VA 22150, (703) 569-4303; Virginia Department of Rehabilitative Services, Corporate Center II, 4456 Corporation Lane, Suite 234, Virginia Beach, VA 23462.
4. Intake, Job placement, Supported work services, Follow-along services, Funding, and Individualized transition planning meetings/Kathy Sadler, Richmond Department of Mental Health, Mental Retardation & Substance Abuse, 900 East Broad Street, Richmond, VA 23219, (804) 780-8296; Louisa MacDonald, (804) 266-4991, Rich Brown (804) 262-6665, Henrico County Department of Mental Health and Mental Retardation, 10299 Woodman Road, Glen Allen, VA 23060; Janet Hill, (804) 748-1421, Lance Elwood, (804) 271-9451, Chesterfield Department of Mental Health and Mental Retardation, P.O. Box 92, Chesterfield, VA 23832; Gwen Sither, Alexandria Department of Mental Health and Mental Retardation, 206 N. Washington Street, Alexandria, VA 22314, (804) 838-4455; Jill White, Virginia Beach Department of Mental Health and Mental Retardation, Virginia Beach Adult Services, 3432 Virginia Beach Boulevard, Virginia Beach, VA 23452, (804) 486-1382.

PROJECT PRODUCTS

Product Type/Title

Brochure//Education to Employment.

Project developed instruments//A three-way interagency agreement for transition planning and supported employment services, individual transition plan packet by W. Wood and M. Hill (1986).

Journal article//P. Wehman, J. Hill, W. Wood & W. Parent, (1987), A report on competitive employment histories of persons labeled severely mentally retarded, Journal of the Association for Persons with Severe Handicaps, 12 (1), 11-17.

Book//P. Wehman, M. Moon, J. Everson, W. Wood & J. Barcus, (1988), Transition from school to work new challenges for youth with severe disabilities, Paul H. Brookes Publishing Co.

Chapter in book//P. Wehman, W. Parent, W. Wood, K. Inge & J. Kregel, (1988), The supported work model of competitive employment: Illustrations of competence in workers with severe and profound handicaps, in P. Wehman & J. Kregel (Eds.), Supported employment and transition: Focus on outcomes, Human Science Press.

Journal article//P. Wehman, W. Parent, W. Wood, C. Michaud, C. Ford, S. Miller, J. Marchant & R. Walker, (in press), From school to competitive employment for young adults with mental retardation: Transition in practice, Career Development on Exceptional Individuals.

Manuscript//P.Wehman, W. Wood, & W. Parent, (1987), Competitive employment outcomes for youth with mental retardation after three years, unpublished manuscript, Department of Rehabilitative Medicine, Medical College of Virginia, Virginia Commonwealth University, Richmond, VA.

PROJECT TITLE: Project Transition

INSTITUTE #: 34

CONTACT PERSON: Jim Heliotis

COMPETITION #: 84.158A

TELEPHONE: (206) 281-6796

MAILING ADDRESS:
Career and Vocational Education
Wilson Pacific Annex, Room 103
1330 N. 90th
Seattle, WA 98103

DATE FEDERAL FUNDING EXPIRED: 12/31/87

PROJECT PURPOSE. The purpose of this federally funded project was: to set up a four phase vocational training and placement sequence addressing the needs of handicapped dropouts and high risk secondary level students. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, health impairment, learning disability and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continuation of program components listed below through June, 1988.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Referral & intake of high risk drop out students, Prevocational & social skills training, Vocational assessment and Placement/Jim Heliotis, Career & Vocational Education, Wilson Pacific Annex, Room 103, 1330 N. 90th, Seattle, WA 98103, (206) 281-6796.

PROJECT TITLE: The Continuing Education Project: A Realistic Transition Model for Secondary School Handicapped

CONTACT PERSON: Greg R. Weisenstein

TELEPHONE: (206) 545-1807

DATE FEDERAL FUNDING EXPIRED: 12/31/87

INSTITUTE #: 35

COMPETITION #: 84.158A

MAILING ADDRESS:
University of Washington
407 Miller Hall, DQ-12
Seattle, WA 98195

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a model that school districts can use to better prepare 17- 21 year old handicapped students for the world of work. Students will work in competitive jobs during the day, evenings or weekends, attend a transition resource room three times per week, and participate in an Employment Support Group once per week. They will be placed in other in-district programs (e.g., vocational classes) as warranted by individual training needs. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, learning disability and mental retardation.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continue program in same form as developed under model demonstration project, with the school district and state agencies assuming complete responsibility for continuation.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Intake, Training, Agency coordination, Placement, Follow-along, Evaluation and Program refinement/ Dr. Benedetti, 18675 Ambrumm Blvd. S.W., Seattle, WA 98166, (206) 433-2125.
2. Dissemination/Greg Weisenstein, University of Washington, 407 Miller Hall, DQ-12, Seattle, WA 98195, (206) 545-1807.

PROJECT PRODUCTS

Product Type/Title

Brochure//Realistic Transition: recruiting brochure from Highline School District.

Journal articles/monographs//Currently being developed.

Replication manual//Best Practices Manual: Available @$15.00, for product information contact Greg R. Weisenstein, University of Washington, 407 Miller Hall, DQ-12, Seattle, WA 98195.

Final Project Report: includes Replication manual.

PROJECT TITLE: Employment Retention Program

INSTITUTE #: 20

CONTACT PERSON: Devi Jameson

COMPETITION #: 84.158A

TELEPHONE: (415) 724-4657

MAILING ADDRESS:
Richmond Unified School District
1108 Bissell Avenue
Richmond, CA 94804

DATE FEDERAL FUNDING EXPIRED: 12/31/87

PROJECT PURPOSE. The purpose of this federally funded project was: to apply individual supported work model for handicapped youth in transition. The primary handicapping condition(s) of the students/clients served by this project included: autism, behavioral disorder, chronic mental illness, communication disorder, developmental disability, emotional disorder, hearing impairment, learning disability, mental retardation, physical handicap, speech impairment and visual impairment.

****

PROJECT TITLE: CCTM: Comprehensive Transition Training Model

INSTITUTE #: 22

COMPETITION #: 84.158A

CONTACT PERSON: Dennis Mithaug

TELEPHONE: (303) 593-3114

MAILING ADDRESS:
University of Colorado
School of Education
P.O. Box 7150
Colorado Springs, CO 80933

DATE FEDERAL FUNDING EXPIRED: 12/31/87

PROJECT PURPOSE. The purpose of this federally funded project was: to increase movement of moderately, severely and profoundly retarded students from school and home to independent living and work situations; through promoting independent functioning and adaptability at all levels. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, learning disability and mental retardation.

PROJECT TITLE: City Lights Project

INSTITUTE #: 23

CONTACT PERSON: Bert L'Homme or Paul Bucci

COMPETITION #: 84.158A

TELEPHONE: (202) 682-0818

MAILING ADDRESS:
City Lights, Inc.
7 New York Avenue NE
Washington, DC 20002

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a demonstration program to assist seriously emotionally and educationally handicapped students to make the transition from school to work and from dependence to independence. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder.

****

PROJECT TITLE: IAM-CARES Transitional Services for Handicapped Youth

INSTITUTE #: 24

CONTACT PERSON: Guy Stubblefield or Angela Traiforos

COMPETITION #: 84.158A

TELEPHONE: (202) 857-5173

MAILING ADDRESS:
IAM - CARES
1300 Connecticut Avenue
Washington, DC 20036

DATE FEDERAL FUNDING EXPIRED: 10/31/87

PROJECT PURPOSE. The purpose of this federally funded project was: to plan, establish, develop, and demonstrate a vocational training and job placement program for secondary level handicapped youth that demonstrates a fully unified and coordinated approach between business, industry, labor, local education agencies, and rehabilitation systems. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, developmental disability, emotional disorder, epilepsy, learning disability, mental retardation, physical handicap, speech impairment and visual impairment.

PROJECT TITLE: Secondary School/Post Training Employment Transition Service Demonstration Model Project for Handicapped Students

INSTITUTE #: 25

COMPETITION #: 84.158A

CONTACT PERSON: Robert Stodden

MAILING ADDRESS:
University of Hawaii
Department of Special Education, UA4-4
1776 University Avenue
Honolulu, HI 96822

TELEPHONE: (808) 948-7956

DATE FEDERAL FUNDING EXPIRED: 9/30/87

PROJECT PURPOSE. The purpose of this federally funded project was: to focus on the three phases of transition process: secondary program IEP management, transitional management, and availability/appropriateness of postsecondary program options. The primary handicapping condition(s) of the students/clients served by this project included: emotional disorder, learning disability, mental retardation, physical handicap and multiple handicap.

****

PROJECT TITLE: Project COMPETE: Community-Based Model for Public School Exit and Transition to Employment

INSTITUTE #: 26

COMPETITION #: 84.158A

CONTACT PERSON: Richard Dever

MAILING ADDRESS:
Center for Innovation in Teaching the Handicapped
2805 E. 10th Street
Suite 150
Bloomington, IN 47405

TELEPHONE: (812) 335-0423

DATE FEDERAL FUNDING EXPIRED: 1/10/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop, evaluate, and replicate a transitional service model linking rehabilitation centers and public schools in preparing moderately and severely handicapped youth to obtain and maintain competitive employment. The primary handicapping condition(s) of the students/clients served by this project included: mental retardation.

PROJECT TITLE: Human Resources Center Transition of Severely Disabled Youth from School to Work: A Demonstration Model

INSTITUTE #: 29

COMPETITION #: 84.158A

CONTACT PERSON: Roberta Housman

TELEPHONE: (516) 747-5400

DATE FEDERAL FUNDING EXPIRED: 9/30/87

MAILING ADDRESS:
Human Resources Center
I.U. Willets Road
Albertson, NY 11507

PROJECT PURPOSE. The purpose of this federally funded project was: to create a service demonstration model program which utilizes community resources for facilitating the transition of non-collegebound severely disabled students from secondary education into employment. The primary handicapping condition(s) of the students/clients served by this project included: behavioral disorder, brain damage, cerebral palsy, chronic mental illness, communication disorder, developmental disability, emotional disorder, epilepsy, hearing impairment, learning disability, mental retardation, physical handicap, speech impairment, spinal cord injury, traumatic head injury and visual impairment.

***

PROJECT TITLE: Project EMPLOYMENT

INSTITUTE #: 30

CONTACT PERSON: Michael Kramer

COMPETITION #: 84.158A

TELEPHONE: (212) 563-7474

MAILING ADDRESS:
Young Adult Institute
460 W. 34th St., 11th Floor
New York, NY 10001-2382

DATE FEDERAL FUNDING EXPIRED: 12/5/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and implement a model program to facilitate competitive employment in developmentally disabled young adult who are in transition from school to adult environments. The primary handicapping condition(s) of the students/clients served by this project included: developmental disability.

PROJECT TITLE: Community Services for Autistic Children

CONTACT PERSON: Patricia Juhrs

TELEPHONE: (301) 258-2950

DATE FEDERAL FUNDING EXPIRED: 6/30/87

INSTITUTE #: 27

COMPETITION #: 84.158A

MAILING ADDRESS:
Community Services for Autistic
Children, Inc.
15708 Anamosa Drive
Rockville, MD 20855

PROJECT PURPOSE. The purpose of this federally funded project was: to refine a successful community-based, nonsheltered work-training program; evaluate the effectiveness of the model curriculum, the methods and interventions, nonsheltered placements and staff training; and disseminate information regarding the model for replication through site visits, a demonstration training film brief handbook and presentations at conferences. The primary handicapping condition(s) of the students/clients served by this project included: autism and mental retardation.

* * *

PROJECT TITLE: Electronics Industry Enclave Project

CONTACT PERSON: Larry Rhodes

TELEPHONE: (503) 686-5311

DATE FEDERAL FUNDING EXPIRED: 9/30/87

INSTITUTE #: 31

COMPETITION #: 84.158A

MAILING ADDRESS:
Specialized Training Program
University of Oregon
130 Education
Eugene, OR 97403

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a fully tested and nationally replicable model for employing persons with severe mental retardation and related educational handicaps in regular worksites upon graduation from school. The primary handicapping condition(s) of the students/clients served by this project included: developmental disability.

PROJECT TITLE: American Council on Rural Special Education

INSTITUTE #: 33

CONTACT PERSON: Doris Helge

COMPETITION #: 84.158A

TELEPHONE: (206) 676-3576

MAILING ADDRESS:
Western Washington University
359 Miller Hall
Bellingham, WA 98225

DATE FEDERAL FUNDING EXPIRED: 9/6/87

PROJECT PURPOSE. The purpose of this federally funded project was: to develop and identify effective models of transition from school to work settings/community for rural persons with disabilities.

COMPETITION PROFILE: CFDA 84.158B

SECONDARY EDUCATION AND TRANSITIONAL SERVICES FOR HANDICAPPED YOUTH - COOPERATIVE MODELS FOR PLANNING AND DEVELOPING TRANSITIONAL SERVICES

INITIAL COMPETITION: 7/06/84

PURPOSE OF COMPETITION

The purpose of this program was to support projects designed to plan and develop cooperative models for activities among State or local education agencies and adult service agencies, which would facilitate effective planning to meet the service and employment needs of handicapped youth as they leave school. Projects were expected to identify handicapped individuals who need but have traditionally had problems linking with community-based training programs and services or obtaining and maintaining employment. Suggested model program components included: development of formal working agreements and mechanisms, demonstration of unique methods of ensuring placement in continuing education and training programs, demonstration of the intervention of various support systems, incorporating successful programs, i.e., Projects With Industry, with educational agencies.

AUTHORITY

Authority for this program is contained in Section 626 of Part C of the Education of the Handicapped Act.

ELIGIBLE RECIPIENTS

Institutions of higher education, State educational agencies, local educational agencies, or other appropriate public and private nonprofit institutions or agencies (including the State job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act) were eligible for this competition.

FUNDS AVAILABLE

Approximately $1,000,000 was expected to be available for support of 13 new cooperative models in fiscal year 1984.

NUMBER OF GRANTS AWARDED

Eleven cooperative models were funded under this competition.

DURATION

Project support was for up to a two-year period subject to an annual review of progress and the availability of funds. All projects under this competition have expired.

SUMMARY OF 84.158B EXPIRED PROJECT PROFILES

PROJECT PURPOSE

Of the 11 projects funded under this competition, five projects were involved in the development of local cooperative models. One project indicated the development of a state level cooperative model, and one project reported development of a regional interagency model. The purpose of one project was the provision of technical assistance and collection and dissemination of transition status data among selected state education agencies.

PROJECT COMPONENTS BEING CONTINUED

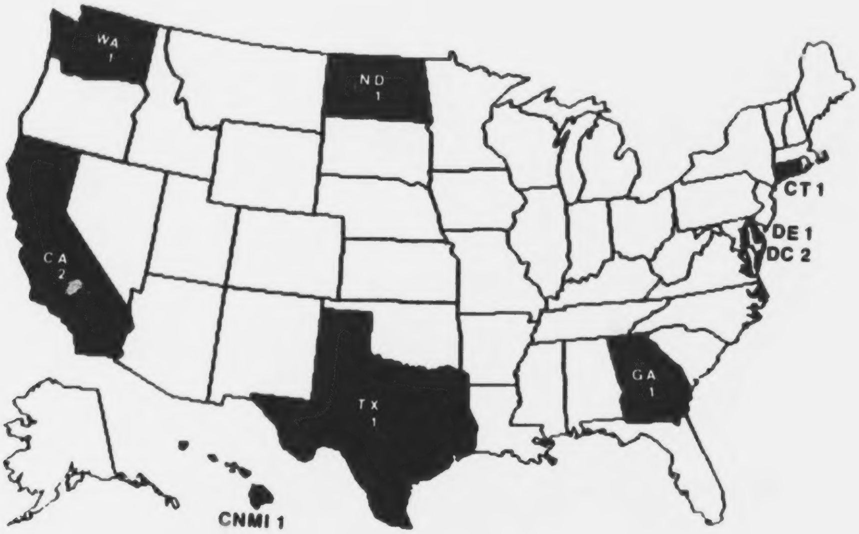
Three projects reported on continuation activities, all of which indicated dissemination as a component being continued. Two projects each are continuing the components of transition planning, manpower training and agency coordination.

PROJECT PRODUCTS

Brochures, parent handbooks, videotapes and instruments were each reported by two projects. One project has developed a bibliography on transition.

LOCATION OF 84.158B EXPIRED PROJECTS

The map below depicts the location of the expired projects under this competition.



PROJECT TITLE: A Cooperative Model for Planning and Developing Transitional Services for Handicapped Youth

INSTITUTE #: 69

CONTACT PERSON: Joseph J. Pasanella

COMPETITION #: 84.158B

TELEPHONE: (805) 963-4331

MAILING ADDRESS:
Santa Barbara High School District
723 East Cota Street
Santa Barbara, CA 93105

DATE FEDERAL FUNDING EXPIRED: 12/86

PROJECT PURPOSE. The purpose of this federally funded project was: to build interagency partnerships which result in the collaborative design and delivery of programs and services which support the successful transition to adulthood by youths with handicaps via: developing partnerships with community service providers, business and industry; providing additional support services for students; developing post-school services through functional interagency agreements.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Continuation of program components listed below.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Individual transition plans, Parent training regarding transition and job coaches/Joseph Pasanella, Santa Barbara High School District, 723 E. Cota Street, Santa Barbara, CA 93105, (805) 963-4331.
2. Parent training regarding transition/Joseph Pasanella or E. Medina, Santa Barbara High School District, 723 E. Cota Street, Santa Barabara, CA 93105, (805) 963-4331.
3. Curriculum alignment SDC (LH & SH) & RSP/ Joseph Pasanella or Don Bennett, Santa Barbara High School District, 723 E. Cota Street, Santa Barbara, CA 93105, (805) 963-4331.
4. Interagency agreements/Joseph Pasanella or Wendy Vaughn, Santa Barbara High School District, 723 E. Cota, Santa Barbara, CA 93105, (805) 963-4331.

PROJECT PRODUCTS

Product Type/Title

Brochure//Parent Guidelines for Transition Services: free from project.
Parent handbook//Parent Guidelines for Transition Services: free to district parents.
Training manual//Job Coach Training Manual: Joseph Pasanella, 723 E. Cota, Santa Barbara, CA 93105, (805) 963-4331.
Project developed instruments: Currently not available for distribution.
Videotape: Currently not available for distribution.
Curricula: Currently not available for distribution.

PROJECT TITLE: Innovative Program for Severely Handicapped

INSTITUTE #: 78

CONTACT PERSON: Josephine G. Mesta/Felix R. Nogis

COMPETITION #: 84.158B

TELEPHONE: (670) 322-9956/9256

SPECIAL NET USER ID: COM.SE

DATE FEDERAL FUNDING EXPIRED: 9/30/89

MAILING ADDRESS:
State Wide Systems Change
Special Education
Department of Education
Lower Base
Saipan, CNMI 96950

PROJECT PURPOSE. The purpose of this federally funded project was: to plan a structured secondary and post high school training and transitional service delivery model for handicapped students in the Commonwealth of the Northern Marianas Islands.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Hire three job coach positions.
2. Establish second pilot project.
3. Implement peer tutoring program.
4. Increase community-based training options.
5. Increase joint collaborative effort with other agencies (JTPA, VR, DD, Voc. Ed., and Northern Marianas College).
6. Establish an on-going system of a joint agency generated activities.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Mainstreaming program, Community-based training and Peer tutoring program/J. Mesta or F. Nogis, State Wide System Change, Special Education, Department of Education, Lower Base, Saipan, CNMI, MP 96950, (670) 322-9956/9256.
2. Youth tryout employment program and On-the-job training program/J. Mesta, F. Nogis, State Wide System Change, Special Education, Department of Education, Lower Base, Saipan, CNMI, 96950, (670) 322-9956/9256 or Ben Guerrero, Administrator, JTPA Office.
3. Special education & VR training program/J. Mesta, F. Nogis, State Wide System Change, Special Education, Department of Education, Lower Base, Saipan, CNMI, 96950, (670) 322-9956/9256 or Manny Villagomez, Chief, VR Services.

PROJECT TITLE: Planning and Developing Cooperative Transitional Services for the Handicapped in CT

INSTITUTE #: 70

COMPETITION #: 84.158B

CONTACT PERSON: D. Joyce O'Reilly

TELEPHONE: (203) 566-3317

MAILING ADDRESS:
CT State Department of Education
Division of Rehabilitation Services
600 Asylum Avenue
Hartford, CT 06105

DATE FEDERAL FUNDING EXPIRED: 12/31/86

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a regional interagency collaborative process through which students with handicapping conditions may receive suitable training, counseling, and assessment in preparation for leaving high school to enter competitive or supported employment or to access further education or training; to facilitate the student's transition from school based services to adult/community based services.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Develop and disseminate curricula, public information and resource materials regarding transition.
2. Provide training to school personnel regarding transition, particularly the development of individualized transition plans (ITP's).
3. Develop and disseminate school/community-based programs to facilitate transition, particularly for students with severe disabilities.
4. Expand vocational rehabilitation services to students with disabilities.
5. Increase coordination among the divisions of the CT State Department of Education, including hiring a departmental transition coordinator and updating the interdivisional cooperative agreement.

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Agency coordination and Training/D. Joyce O'Reilly, Division of Rehabilitation, CT State Department of Education, 600 Asylum Avenue, Hartford, CT 06105, (203) 566-3317.
2. Dissemination/D. Joyce O'Reilly, Division of Rehabilitation, CT State Department of Education. 600 Asylum Avenue, Hartford, CT 06105 (203) 566-3317 or Nancy Krafcik, Special Education Resource Center (SERC), 25 Industrial Park Road, Middletown, CT 06457, (203) 632-1485.

PROJECT PRODUCTS

Product Type/Title

Project developed instruments//Transition from School to Work: A Resource Manual for Practitioners and Parents of Students with Disabilities: Available at no charge (quantities limited) from SERC, 25 Industrial Park Road, Middletown, CT 06457.

Journal articles//Bibliography of Journal Articles on Transition and Special Education: Available at no charge from SERC, 25 Industrial Park Road, Middletown, CT 06457.

PROJECT TITLE: Project IMPACT: Innovative Model Project for Achieving Community Transition

INSTITUTE #: 76

COMPETITION #: 84.158B

CONTACT PERSON: Bill Quinones

TELEPHONE: (214) 826-0250

MAILING ADDRESS:
Dallas Independent School District
4528 Rusk Avenue
Dallas, TX 75204

DATE FEDERAL FUNDING EXPIRED: 10/86

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a school to community transition model that facilitates comprehensive planning and the identification of appropriate services for handicapped young adults who are "aging out" of eligibility for public school services.

FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

1. Coordinating school to community transition of more than 30 "aging out" students who will no longer be eligible for public school services.
2. Dissemination of information regarding the model. (More than 500 dissemination packets have been sent in response to requests for information).

PROJECT COMPONENTS BEING CONTINUED/CONTACT PERSON

1. Community, school, & parent awareness; Communication effort, Transition staffing model and Followup/Kathy O'Neill, Special Education, Dallas ISD, (214) 490-8701.
2. Dissemination/Bill Quinones, Dallas ISD, 4528 Rusk Avenue, Dallas, TX 75204, (214) 826-0250.

PROJECT PRODUCTS

Product Type/Title

Brochure//Project IMPACT - DISD Community Transition Model: Available at no charge from Transition Services, Special Education Department, DISD.

Parent handbook//Transition Planning Guide for Parent of Special Education Students: Available at no charge from Transition Services, Special Education Department, DISD; or ERIC/EDRS Document #ED 282379.

Videotape//TRANSITION: Parent Awareness/Overview: Available free for loan from Transition Services, Special Education Department, DISD.

Program profile//Recognized as a model short-term transitional program: Available at no charge from SEDL, Regional Rehabilitation Exchange, 211 East 7th Street, Austin, TX 78701.

PROJECT TITLE: The Sonoma County Transition Project

INSTITUTE #: 68

CONTACT PERSON: Gail O'Connor

COMPETITION #: 84.158B

TELEPHONE: (805) 963-4331

MAILING ADDRESS:
North Bay Developmental Disabilities Services
North Bay Regional Center
790 Sonoma Avenue
Santa Rosa, CA 95404

DATE FEDERAL FUNDING EXPIRED: 12/30/86

PROJECT PURPOSE. The purpose of this federally funded project was: to develop model processes through information exchange, interagency coordination, community acceptance and system awareness to assist individuals with developmental disabilities in the transition from school into a fully integrated adult life in the community.

****

PROJECT TITLE: A Program to Coordinate the Services of DVR and DPI to Effectuate a Smooth Transition from School to Employment

INSTITUTE #: 71

COMPETITION #: 84.158B

CONTACT PERSON: Barbara Bennett/Martha Brookes

TELEPHONE: (302) 571-3916/454-2073

MAILING ADDRESS:
Client Services
Division of Vocational Education
321 E. 11th St., L-1 Building
Wilmington, DE 19801

DATE FEDERAL FUNDING EXPIRED: 8/30/86

PROJECT PURPOSE. The purpose of this federally funded project was: to develop a model for interagency coordination of services (among home, school, and community agencies) that will better prepare handicapped youth in Delaware to move from the school environment to the work environment.

PROJECT TITLE: International Assoc. of Machinists & Aerospace Workers National Demonstration Model for Transition Services for Handicapped Youth

INSTITUTE #: 72

COMPETITION #: 84.158B

CONTACT PERSON: Charles Bradford

TELEPHONE: (202) 857-5173

MAILING ADDRESS:
IAM-CARES
1300 Connecticut Avenue, NW
Washington, DC 20036

DATE FEDERAL FUNDING EXPIRED: 11/1/85

PROJECT PURPOSE. The purpose of this federally funded project was: to promote the transition from classroom to workplace for students with disabilities by providing vocational and on-the-job training; developing work experience opportunities; placing 50 handicapped students in permanent full-time competitive employment following OJT; and providing on-site followup to participants and employers.

****

PROJECT TITLE: National Transition Program Support System

INSTITUTE #: 73

COMPETITION #: 84.158B

CONTACT PERSON: Dick Galloway

TELEPHONE: (202) 296-1800

MAILING ADDRESS:
National Association of State Directors
of Special Education
1201 - 16th St., N.W.
Suite 404E
Washington, DC 20036

DATE FEDERAL FUNDING EXPIRED: 9/30/86

PROJECT PURPOSE. The purpose of this federally funded project was: to establish a national center for information collection and dissemination of the status of adult transition services among state agencies and to provide technical assistance to state level program planners and implementors regarding new transition programs.

PROJECT TITLE: Cooperative Models for Planning and Developing Transitional Services

CONTACT PERSON: Mitylene Arnold

TELEPHONE: (404) 542-1235

DATE FEDERAL FUNDING EXPIRED: 5/30/86

INSTITUTE #: 74

COMPETITION #: 84.158B

MAILING ADDRESS:
University of Georgia
College of Education
850 College Station Road
Athens, GA 30610

PROJECT PURPOSE. The purpose of this federally funded project was: to analyze components in successful transition programs to determine appropriate staff development activities and resource allocation within the state which will facilitate effective transition from school to work.

* * *

PROJECT TITLE: Special Education and Transitional Services for Handicapped Youth

CONTACT PERSON: Gary Gronberg/Deanne Horne

TELEPHONE: (701) 224-2277/852-6318

DATE FEDERAL FUNDING EXPIRED: 9/30/86

INSTITUTE #: 75

COMPETITION #: 84.158B

MAILING ADDRESS:
North Dakota Department of Public Instruction
Department of Special Education
Capitol Building
Bismark, ND 58505

PROJECT PURPOSE. The purpose of this federally funded project was: to facilitate the orderly transition of handicapped students from school to independent adult life through the design, development, implementation, and dissemination of a state-level cooperative model for transitional services in North Dakota. To conduct eight regional workshops to special education, vocational education, vocational rehabilitation and dvelopmental disabilities personnel in North Dakota and disseminate Transitional Process Handbook.

PROJECT TITLE: Project RETAIL

CONTACT PERSON: Ted Olson

TELEPHONE: (206) 756-8223

DATE FEDERAL FUNDING EXPIRED: 9/30/86

INSTITUTE #: 77

COMPETITION #: 84.158B

MAILING ADDRESS:
Clover Park School District No. 400
10020 Gravelly Lake Drive S.W.
Tacoma, WA 98499

PROJECT PURPOSE. The purpose of this federally funded project was: to design and implement a model which allows 70% of the students in the project to obtain successful unsubsidized employment in the military environment or elsewhere and implement independent living plans upon completion of their program.

Appendix A

PROJECT CHARACTERISTICS QUESTIONNAIRE

The Project Characteristics Questionnaire was used as the basis for information contained in the Individual Project Profiles for current projects.

TI # ________

TRANSITION INSTITUTE AT ILLINOIS
PROJECT CHARACTERISTICS QUESTIONNAIRE

Please complete the following information for inclusion in the 1987-88 Compendium of Project Profiles.

I. PROJECT DEMOGRAPHICS

Project Title: ______________________________ **Competition #:** __________

Mailing Address:

____

____

____
City State Zip

Project Director: ______________________________

Project Coordinator: ______________________________

Contact Person: ______________________________

Telephone: ______________________________

Project Implementation Date: ______________

Project Termination Date: ______________

Special Net User ID: ______________

II. GEOGRAPHIC AREA SERVED

Type of Political Unit Served (check one only)

1. community
    - ☐ a. metropolitan area (100,000 plus) with public transportation system
    - ☐ b. metropolitan area (100,000 plus) without public transportation system
    - ☐ c. suburb of a metropolitan area
    - ☐ d. small town (5,000 - 100,000) with no city transportation system
    - ☐ e. small town (5,000 - 100,000) with city transportation
    - ☐ f. rural area
    - ☐ g. other (specify ______________________________)

☐ 2. part of a county
☐ 3. county
☐ 4. region within a state (including more than one county)
☐ 5. state
☐ 6. region of nation (more than one state)
☐ 7. nationwide
☐ 8. other (specify ______________________________)

III. AGENCY TYPE

Indicate the following: 1 = primary grantee, 2 = cooperating agencies involved in project

1 2 public secondary school
1 2 private secondary school
1 2 local education agency (LEA)
1 2 community or junior college
1 2 university or four year college
1 2 JTPA Service Delivery Area agent
1 2 residential education or rehabilitation facility (institution)
1 2 community workshop
1 2 community education or rehabilitation facility
1 2 profit making agency i.e. employment agency, private business
1 2 research institute
1 2 city or county government
1 2 state agency(s), e.g. VR, DD, SEA (specify)

____

1 2 private non-profit agency
1 2 Association for Retarded Citizens
1 2 Association for Learning Disabilities
1 2 hospital
1 2 other (specify) ______________________________

IV. PROJECT PURPOSE

Write a general statement of project goal and a brief description of service delivery model; if purpose statement is same as stated on 1986-87 profile write SAME.

V. CURRENT FOCUS OF PROJECT ACTIVITIES (1987-88)

(What activities are projected for this current year of project?)
Example: During FY 87-88 (1) implementation of peer tutoring program with 20 students; (2) inservice training for faculty members, (3) development of training manual for providing inservice, (4) implementation of computerized job bank.

VI. RELATED SERVICE/TRAINING COMPONENTS

Indicate number of individuals receiving direct training through project activities, e.g., inservice training, workshops, etc.

_______ Parents
_______ Agency Personnel
_______ Business/industry personnel
_______ Peer tutors

_______ Teachers
_______ Project staff
_______ Postsecondary faculty
_______ Undergraduate/graduate students
_______ Other (specify) ______________________

VII. PROJECT PARTICIPANTS

Estimated number of youth with handicapping conditions impacted by project during entire funding period: __________

Estimated number of youth with handicapping conditions served through direct service for entire project funding period: __________

DESCRIPTION OF TARGET POPULATION

Please read over entire list of handicapping conditions before answering. Choose those categories most closely describing the population estimated to be served by your project for the ENTIRE funding period. Indicate the unduplicated number of individuals served at each level, and the age range. If more than one handicapping condition, indicate either the primary condition or multiple handicap. Do not duplicate counts.

HANDICAPPING CONDITION	# SERVED AT EACH LEVEL					AGE RANGE
	# MILD	# MODERATE	# SEVERE	# PROFOUND		
Autism						
Behavioral disorders						
Brain damage						
Cerebral Palsy						
Chronic mental illness						
Communication disorder						
Deaf/blind						
Developmental disability						
Emotional disorder						
Epilepsy						
Health impairment						
Hearing impairment						
Learning disability						
Mental retardation						
Multiple handicap						
Physical handicap						
Speech impairment						
Spinal cord injury						
Traumatic head injury						
Visual impairment						
Other (specify)						
Dropouts	#:					
Economically disadvantaged	#:					
Minority youth	#:					
Substance abuse	#:					

VIII. PROJECT EVALUATION PLAN

DATA/INFORMATION BEING COLLECTED: (1) Please indicate what type of data or information is being collected by placing a checkmark in box provided; (2) specify the type of information/data being collected by circling appropriate example(s) in parenthesis; (3) If appropriate example is not provided please write specific type of information/data being collected in space provided.

INFORMATION ON STUDENTS/CLIENTS SERVED

ARE YOU COLLECTING INFORMATION ON:

☐ 1. Number referred to project services

☐ 2. Intake/referral information; specify (i.e., method of referral, referral agent) ____________________

☐ 3. Number receiving direct or related services; specify (i.e., students, clients, parents, school personnel, business/industry, community agencies, etc.) ____________________

☐ 4. Student/client demographics; specify (i.e., age, sex, handicapping conditions) ____________________

☐ 5. Student/client educational background data; specify (i.e., school attendance, GPA, credits earned, courses taken, etc.) ____________________ ____________________

☐ 6. Student/client work experience background data; specify (i.e., previous work experience, type of job, wages earned, reason for leaving, etc.) ____________________ ____________________

☐ 7. Assessment results for student/client; specify (i.e., vocational, educational, behavioral, psychological, medical, social, etc.) ____________________ ____________________

☐ 8. Student/client progress in training program; specify (i.e., work behavior, situational assessments, competency level attained, objectives accomplished, placement in competitive employment, etc.) ____________________ ____________________

☐ 9. Student/client progress in educational program; specify (i.e., objectives accomplished, grades earned, credits earned, acquisition, maintenance, and generalization of skills, etc.) ____________________ ____________________

☐ 10. Student/client integration into environment; specify (i.e., contact with nonhandicapped peers, access to community services, access to residential alternatives, etc.) ____________________ ____________________

☐ 11. Student/client follow up status; specify (i.e., duration of employment, completion of training program, completion of educational program, longitudinal data, etc.) ____________________ ____________________

☐ 12. Student/client employment status; specify (i.e., length of employment, wages earned, job classification, benefits received, level of employment, e.g., supported, competitive; etc.) ____________________ ____________________

☐ 13. Student/client outcome status; specify (i.e., post training assessment, post placement assessment, ability to obtain employment, assimilation into educational employment setting, etc.) ____________________ ____________________

☐ 14. Other student/client data information; specify ____________________ ____________________

INFORMATION ON EMPLOYERS

ARE YOU COLLECTING INFORMATION ON:

[ ] 15. Employer characteristics/demographics; specify (i.e., type of business/industry, number of employees, access to training opportunities, level of supervision, etc.) ____________________

[ ] 16. Employer collaboration level; specify (i.e., financial incentives, wage reimbursement, employee training, level of project outreach activities, etc.) ____________________

[ ] 17. Level of direct service provided to employer; specify (i.e., training of supervisors, employer contact, presence of job coach, etc.) ____________________

[ ] 18. Employer satisfaction with student/client, project activities, etc.

[ ] 19. Employer outcome status; specify (i.e., post placement hires, attitude/acceptance level, integration of handicapped worker, etc.) ____________________

[ ] 20. Other employer data/information; specify ____________________

INFORMATION ON POST SECONDARY EDUCATION

ARE YOU COLLECTING INFORMATION ON:

[ ] 21. Post secondary education/training demographics; specify (i.e., type training, type of agency, services available, accessibility, etc. ____________________

[ ] 22. Post secondary education/training collaboration level; specify (i.e., financial incentives provided, level of project outreach activities, availability of support services, etc.) ____________________

[ ] 23. Level of direct service provided by project; specify (i.e., inservice training, contact with post secondary personnel, etc.) ____________________

[ ] 24. Post secondary education/training satisfaction with student/client participation, project activities, etc. ____________________

[ ] 25. Post secondary education/training outcomes; specify (i.e., competency/objective attainment, grades, assimilation into college setting, employment placement, etc.) ____________________

[ ] 26. Other post secondary data/information; specify ____________________

IX. EVALUATION APPROACH

Please indicate type of evaluation approach(es) used.

☐ 1. **SYSTEM ANALYSIS**
(information gathered on planning, monitoring, impact and costs of a program)
Examples of evaluation models under this approach include control group, cost effectiveness, quasi experimental, non-equivalent comparison group, pretest-posttest preexperimental, process checklist, program analysis of service systems, program evaluation and review technique (PERT), single subject design, true experimental design, time series, frequency counts.

☐ 2. **GOAL BASED**
(incorporates the use of goals and a set of objectives that determine a specific outcome)
Examples of goal based models include discrepancy evaluation model (DEM), Goal Attainment Scaling, Management by Objectives.

☐ 3. **GOAL FREE**
(approach which ascertains all program outcomes and not just the ones intended by the program personnel)
Examples of goal free models include Goal Free Evaluation, Impact Evaluation, Stakeholder Analyses.

☐ 4. **DECISION MAKING**
(approach which utilizes the criterion of utility: Which information will be most useful? This approach underscores evaluation as a practical activity.)
Examples of decision making models include CIPP (Context, Inputs, Process, Products), Concerns-Based Adoption Model (CBAM).

☐ 5. **CONNOISSEURSHIP**
(approach which employs a single expert as a judge of the quality of a program)
Examples of connoisseurship models include art criticism, file review.

☐ 6. **PROFESSIONAL REVIEW**
(approach which involves the use of members of a profession to judge the activities of their peers; can include internal and external professional review systems)
Examples of professional review include advisory board review.

☐ 7. **QUASI LEGAL**
(approach which incorporates the procedures and authority of the law)
Examples of quasi legal approach include blue ribbon panels, most types of public hearings, mock trials and judicial (adversarial) evaluation.

☐ 8. **CASE STUDY**
(a narrative account of the actors and actions associated with the day to day running of a program; emphasis is on capturing the multiple perspectives of the participants in an effort to judge program success)
Examples of case study strategy include journalistic accounts, ethnographies.

☐ 9. **OTHER**
(please specify type) ______________________________
____

X. INSTRUMENTATION

Indicate type of instruments used in project to assess specific competency areas. Specify title.

Commercially Available Instruments Used by Project	
Competency Assessed	Name of Instrument
General Ability/Intelligence (e.g. WAIS-R, WISC-R, etc.)	
Special Aptitude (e.g. Bennett Mechanical Comprehension, Crawford Small Parts Dexterity, Minnesota Spatial Relations Test)	
Vocational Skills (e.g. Vocational Assessment & Curriculum Guide, San Francisco Vocational Competency Scale)	
Language (e.g. Peabody Picture Vocabulary Test, Goldman-Fristoe-Woodcock Test of Auditory Discrimination)	
Adaptive Behavior/Survival Skills (e.g. Vineland Adaptive Behavior Scales, Street Survival Skills Questionnaire)	
Social Skills (e.g. Social & Prevocational Information Battery, Fundamental Interpersonal Relations Orientation-Behavior)	
Career Interest (e.g. Becker Reading-Free Interest Survey, Strong-Campbell Interest Inventory)	
Daily Living Skills (e.g. Coping Master Scales, Leisure Time Activities Scale)	
Dexterity/Manual Skills (e.g. Purdue Pegboard, Stromberg Dexterity Test)	
Personality (e.g. Piers Harris Self Concept, Rotter Locus of Control, 16 Personality Factor Questionnaire)	
Academic Achievement (e.g. Wide Range Achievement Test, California Achievement Test)	
Other (e.g. Functional Assessment Inventory, Lifestyle Satisfaction Scale)	

Indicate type of locally developed or project developed instruments and/or forms utilized. Specify title and/or use.

Locally/Project Developed Instruments	
Type	Name and/or Use of Instrument
Observation Forms (e.g. Daily Living Skills Observation Form, Work Behavior Observation Form)	
Checklists (e.g. Independent Living Skills Checklist, Learning Disability Behavior Checklist)	
Rating Scale (e.g. Employer Satisfaction Rating Scale, Conference Evaluation Rating Scale)	
Interview (e.g. Intake Interview, Teacher Interview)	
Survey (e.g. Needs Assessment Survey, Parent Survey)	
Questionnaire (e.g. Process Evaluation Questionnaire, Intellectual Achievement Response Questionnaire)	
Other (e.g. High School Referral Form, Employer Contact Log)	

XI. EVALUATION PERSONNEL INVOLVED

Indicate personnel involved in conducting evaluation activities. Include the FTE for personnel (i.e. 1.0 FTE = full time, .50 FTE = half time, .25 FTE = quarter time).

☐ Project Director _____ FTE
☐ Project Coordinator _____ FTE
☐ Project Staff _____ FTE
☐ Advisory Board _____ FTE
☐ 3rd Party Evaluator (outside agency) _____ FTE
☐ Staff Evaluator (within agency) _____ FTE
☐ Other (specify ____)

XII. EVALUATION REPORTING

Indicate type of report form and intended audience for reporting evaluation results.

FORM

☐ formal evaluation report
☐ executive summary
☐ brochure/pamphlet
☐ other
____

AUDIENCE

☐ Consumers
☐ OSERS
☐ Transition Institute
☐ Advisory Board
☐ State Agency (specify ____________
☐ Other Boards or Panels
(specify ____________________)
☐ Other Agencies
(specify ____________________)
☐ Other (specify __________________)

XIII. PROJECT PRODUCTS

Indicate type of products that will be available from project.

	Date Available (mo/yr)
☐ brochure	________
☐ newsletter	________
☐ parent handbook	________
☐ student handbook	________
☐ training manual	________
☐ project developed instruments	________
☐ slide presentation	________
☐ video tape	________
☐ curricula	________
☐ journal articles	________
☐ replication manual	________
☐ other (specify)	________
____________________	________
____________________	________

XIV. PROJECT OBJECTIVES

Indicate your project objectives using the following codes (circle all that apply)

0 = project not addressing this objective
1 = a formal objective of the project that was written in the project proposal
2 = a project objective that has been added since project implementation

ASSESSMENT AND REFERRAL

0 1 2 1. refer students
0 1 2 2. determine eligibility/service needs
0 1 2 3. assess students

PLACEMENT/FOLLOWUP

0 1 2 4. place students into competitive employment
0 1 2 5. place students into supported work
0 1 2 6. place students into postsecondary education
0 1 2 7. place students into postsecondary training
0 1 2 8. provide followup services to project participants

TRAINING/EDUCATION

0 1 2 9. train students - vocational
0 1 2 10. train students - nonvocational (academic, personal-social, living skills)
0 1 2 11. train students after job placement

COUNSELING

0 1 2 12. provide career exploration
0 1 2 13. counsel students (specify type ______________________________)
0 1 2 14. develop peer support groups (specify type ______________________________)
0 1 2 15. provide case management

PROGRAM DEVELOPMENT

0 1 2 16. develop curricula
0 1 2 17. develop instruments
0 1 2 18. develop and implement a service delivery model
0 1 2 19. develop computerized management information system (specify use, i.e. student tracking, project management ______________________________)
0 1 2 20. develop training packages (specify use ______________________________)

DISSEMINATION/REPLICATION/CONTINUATION

0 1 2 21. replicate project model in another site
0 1 2 22. develop/disseminate product(s)
0 1 2 23. disseminate information through conferences, presentations, articles, etc.
0 1 2 24. provide technical assistance
0 1 2 25. identify continuation strategies/resources
0 1 2 26. conduct conferences/seminars for dissemination/replication purposes

AGENCY COORDINATION

0 1 2 27. develop interagency agreements
0 1 2 28. develop network among service providers
0 1 2 29. conduct transition needs assessment of area

MANPOWER TRAINING

0 1 2 30. train professionals, paraprofessionals, peer tutors, parents (specify ______________________________)
0 1 2 31. conduct workshops, conferences, inservices
0 1 2 32. train employment related staff (i.e. job coaches, supervisors, employers, etc.)

RESEARCH

0 1 2 33. conduct library research
0 1 2 34. conduct empirical research
0 1 2 35. conduct follow-up studies

OTHER (specify)

0 1 2 36. ______________________________

Appendix B

EXPIRED PROJECT CHARACTERISTICS QUESTIONNAIRE

The Expired Project Characteristics Questionnaire was used as the basis for information contined in the Summary of Expired Projects and the Expired Project Profiles.

TRANSITION INSTITUTE AT ILLINOIS
EXPIRED PROJECT CHARACTERISTICS QUESTIONNAIRE

Please complete the following information on your expired transition project for inclusion in the 1987-88 Compendium of Project Profiles.

I. PROJECT DEMOGRAPHICS

Project Title: ____________________ **Competition #:** ________ **TI #:** ________

Contact Person: ____________________ **Telephone:** ____________________

Mailing Address: ____________________ **Special Net User ID:** ____________________

____

____

City State Zip

Date Federal Funding Expired: ________________ **Expiration Date of 'No Cost Extension' (if applicable):** ______________

II. PROJECT COMPONENTS BEING CONTINUED

Please list the components of your model program that are being continued. Specify the components in the spaces provided by referencing the examples provided. If the following list does not contain a reference to one of your components, please identify the component(s) in your own words. For each component being continued, indicate (1) the agency through which the component is being administered (see list of possible agencies);and (2) the contact person at the specific agency.

FREQUENTLY IDENTIFIED PROGRAM COMPONENTS: Intake/eligibility determination, assessment, referral, placement, followup, training, education, counseling, program refinement/revision, dissemination, replication, agency coordination, manpower training, research.

POSSIBLE ADMINISTERING AGENCIES: public secondary school, local education agency, community/junior college, university, JTPA service delivery area agent, residential facility, private non-profit agency, profit making agency, research institute, city/county government, state agency, (e.g., V.R., DD, SEA, etc.) federal agency, (e.g., OSERS, DOL, ADD, etc.).

Program Components Being Continued	Administering Agency	Agency Contact Person Address and phone number
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

III. CURRENT FOCUS OF PROJECT CONTINUATION ACTIVITIES (1987-88)

(What activities are projected for this year of project? For example: During 1987-88 (1) implementation of peer tutoring program with 20 new students; (2) increase inservice training for postsecondary faculty members; (3) disseminate training manuals to job coach training programs.

IV. PROJECT PRODUCTS

Indicate project products currently available for dissemination. If product is not directly available from project, but is being distributed through a publisher or other type of clearinghouse, please indicate ordering information. If a descriptive product list is available, please attach it.

Product Type	Descriptive Title	Price	Order From
☐ brochure			
☐ newsletter			
☐ parent handbook			
☐ student handbook			
☐ training manual			
☐ project developed instruments			
☐ slide presentation			
☐ video tape			
☐ curricula			
☐ journal articles/ monographs			
☐ replication manual			

Index

The Index serves as a key to specific characteristics of the Transition Projects. Identification numbers represent the page numbers of the specific projects.

EVALUATION APPROACH

Case Study. 23, 27, 29, 47, 49, 51, 53, 65, 97, 101, 105, 123, 143, 147, 191, 199, 201

Decision Making. 9, 11, 13, 19, 25, 33, 49, 51, 67, 91, 99, 123, 127, 129, 131, 139, 147, 149, 151, 153, 159, 189, 197, 199

Goal Based. 7, 9, 11, 15, 21, 29, 31, 33, 35, 37, 41, 43, 45, 57, 59, 63, 65, 69, 71, 73, 91, 93, 97, 101, 105, 119, 121, 123, 127, 131, 133, 135, 137, 139, 141, 147, 153, 155, 157, 159, 161, 187, 189, 197, 201, 203

Goal Free. 21, 37, 47, 71, 91, 95, 101, 147, 153, 157

Professional Review. 7, 9, 15, 17, 27, 29, 43, 47, 49, 65, 69, 71, 91, 95, 105, 109, 125, 133, 135, 147, 159, 161, 195, 203

Systems Analysis. 9, 11, 17, 19, 21, 23, 25, 27, 29, 31, 35, 37, 39, 45, 47, 49, 51, 53, 55, 61, 65, 67, 69, 71, 91, 93, 97, 99, 101, 103, 109, 111, 119, 121, 123, 125, 127, 129, 131, 133, 135, 139, 143, 147, 151, 157, 159, 161, 165, 191, 193, 195, 197, 199, 201, 203, 205

FOCUS: CURRENT PROJECTS

Assessment.
    Assessment Development/Implementation. 7, 9, 17, 19, 27, 29, 33, 43, 51, 53, 65, 67, 71, 73, 111, 123, 143, 157, 165, 187, 191, 195, 197, 203
    Ecological Assessment. 99
    General Assessment. 7, 191
    Needs Assessment. 7, 25, 33, 53, 71, 105, 153
    Vocational/Career Assessment. 11, 43, 51, 91, 159, 197, 199, 203

Collaboration.
    Interagency Coordination/Agreement. 105, 121, 123, 125, 127, 129, 131, 135, 137, 141, 143, 147, 157, 159, 165, 189, 197
    Linkage/Network Development. 7, 35, 49, 51, 59, 69, 105, 125, 131, 137, 139, 147, 165, 197
    Outreach. 33, 65

Computer Assisted Instruction. 15, 37, 39, 45, 49, 73

Computerized Information/Tracking System. 9, 53, 155, 161

Continuation.
    Project Continuation. 11, 137, 197
    Replication. 19, 37, 95, 119, 131, 161

Course Development/Adaptation. 7, 19, 61, 63, 131, 147, 199, 203

Curriculum Development/Modification. 9, 25, 27, 29, 33, 45, 63, 65, 97, 99, 111, 119, 121, 127, 135, 159, 189, 191, 197, 201, 203

Dissemination. 11, 21, 27, 29, 35, 37, 55, 61, 63, 67, 71, 97, 105, 119, 143, 159, 161, 193, 195

Evaluation Plan Development/Implementation. 21, 27, 37, 61, 65, 69, 71, 93, 135, 147, 151, 153, 159, 191, 193

Follow-up. 31, 53, 105, 121, 135, 189, 203

ITP Development. 49, 93, 127, 133, 193

Job Development/Placement. 11, 15, 31, 57, 93, 97, 109, 197, 203

Model Development.
    Model Implementation/Field Test. 13, 17, 19, 21, 25, 121, 131, 137, 143, 149, 151, 153, 191, 199, 203, 201
    Model Replication. 19, 95, 119, 161
    Statewide Transition Planning/Model Development. 131, 133, 153, 157
    Transition Model Development/Refinement. 19, 95, 109, 137, 151, 205

Parent Education/Involvement. 67, 71, 91, 97, 101, 105, 109, 131, 137, 139, 143, 151, 193

Product Development/Revision. 7, 15, 23, 25, 29, 33, 37, 45, 53, 57, 59, 61, 63, 71, 73, 97, 101, 103, 105, 121, 123, 139, 141, 143, 151, 153, 159, 161, 165, 187, 195, 201

Recruitment. 15, 59, 63, 137, 193, 199, 203

Research. 11, 15, 23, 35, 45, 55, 73, 121, 127, 129, 133, 135, 147, 151, 187, 189, 201, 203

Summer Program. 51, 59, 69, 71, 101, 105, 131

Support Service.
    Adult Service Opportunities. 99
    Counseling. 9, 17, 47, 49, 51, 121, 199
    Educational Alternative Program Services. 159, 187, 191, 193
    Instructional/Mentoring Service. 51, 69
    Peer/Tutoring Program. 33, 45, 47, 49, 53, 59, 63, 65
    Support Group Development. 63, 187

Supported Employment Development/Placement. 11, 135, 143

Technical Assistance/Consultation. 13, 21, 35, 125, 131, 139, 153, 157, 161

Training.
    Community-Based Training. 93
    Educational Skills/Learning Strategies Training. 17, 37, 65, 67, 73, 147
    Employer Training. 57, 101
    Employment-Related Training. 25, 31, 57, 65, 91, 99, 101, 143
    Independent Living Skills Training. 99, 101, 155

- Inservice Training. 9, 13, 19, 33, 35, 53, 55, 59, 63, 93, 101, 119, 125, 127, 131, 139, 143, 157, 159, 161, 189, 193
- Occupational Skill Training. 31, 39, 41, 61
- Parent/Family Training. 101, 109, 193
- Recreation/Leisure Training. 101, 147, 155
- Social Skills Training. 17, 47, 91, 93, 97, 99, 101, 147, 189
- Staff/Faculty Training. 7, 9, 13, 33, 35, 45, 49, 51, 109, 127, 161, 193, 191
- Vocational Training. 17, 47, 57, 61, 91, 197
- Work Experience Training. 119, 147

Transition Team Development. 123, 153, 161, 165

Workshop/Seminar/Conference.
- General Workshops, Seminars, Conferences. 13, 47, 51, 63, 127, 137, 161, 199
- Parent/Community Seminars. 47, 71, 121, 131, 139, 159

FOCUS: EXPIRED PROJECTS

Agency Coordination. 77, 78, 80, 82, 174, 175, 177, 178, 180, 216, 218, 227, 233, 234, 235, 243, 257, 265, 270, 279, 280, 281, 282

Assessment. 77, 78, 80, 81, 83, 169, 172, 174, 213, 214, 219, 228, 230, 233, 234, 235, 246, 243, 247, 259, 265, 269

Counseling. 77, 80, 81, 82, 213, 216, 233, 243, 245, 257, 265

Curriculum/Instruction. 172, 174, 214, 248, 279, 281

Dissemination. 77, 78, 79, 80, 83, 169, 171, 174, 175, 177, 211, 217, 218, 219, 227, 228, 229, 231, 233, 234, 243, 265, 267, 270, 281, 282

Education. 229, 233, 216, 246, 243, 82, 78, 77, 265, 257, 174, 170, 175

Evaluation. 79, 83, 174, 227, 267, 270

Followup. 80, 83, 169, 170, 174, 176, 213, 227, 230, 231, 233, 234, 235, 243, 259, 265, 266, 267, 270, 282

Inservice Training. 79, 177, 215, 217, 218, 243, 247, 259

Intake/Eligibility Determination. 77, 80, 81, 82, 83, 174, 216, 232, 233, 234, 243, 244, 265, 267, 269, 270

Manpower Training. 234, 243

Model Continuation. 215, 282

Placement. 77, 80, 169, 170, 172, 174, 176, 213, 216, 227, 230, 232, 233, 234, 243, 257, 259, 265, 266, 267, 269, 270

Product Development/Revision. 172, 178, 218, 227, 243, 246

Program Monitoring. 79, 230, 247

Program Refinement/Revision. 77, 78, 83, 174, 218, 232, 233, 234, 243, 244, 265, 270

Referral. 77, 80, 81, 174, 216, 227, 232, 233, 234, 235, 243, 265, 269

Replication. 77, 175, 216, 217, 218, 233, 234, 243, 248, 265

Research. 83, 176, 211, 228, 229, 233, 243, 267

Technical Assistance. 171, 211, 215, 218

Training.
    Basic Skill/Interpersonal Training. 82, 248
    Community-Based Training. 178, 228, 280
    Employment-Related Training. 82, 169, 172, 174, 175, 219, 235, 245, 257, 269, 280
    Faculty/Staff Training. 171, 179, 227, 281
    Occupational Training. 213, 228, 230, 233, 234
    Parent Training. 279, 282

Transition Planning. 227, 267, 279

Service Expansion. 169, 171, 175, 179, 281

Summer Program. 79, 83

Support Services. 79, 81, 83, 170, 173, 177, 216, 232, 245, 258, 266, 267, 280

GRANT RECIPIENT TYPE

Association for Retarded Citizens (ARC). 234

Community Education or Rehabilitation Facility. 31, 41, 182, 230, 250, 274

Community/Junior College. 7, 9, 15, 21, 45, 53, 63, 65, 77, 78, 86, 193, 243, 245

Hospital. 180

Local Education Agency (LEA). 41, 61, 99, 121, 127, 143, 159, 170, 172, 174, 176, 187, 195, 212, 213, 232, 233, 249, 265, 270, 271

Private Non-Profit Agency. 41, 43, 97, 101, 125, 137, 141, 155, 169, 173, 179, 181, 191, 197, 211, 220, 228, 230, 233, 234, 237, 260, 266, 272, 274, 275, 276

Profit Agency. 176, 214

Research Institute. 41, 85, 139, 215, 231

Residential Education/Rehabilitation Facility. 169, 250

Secondary School, Private. 233

Secondary School, Public. 93, 95, 105, 119, 143, 170, 172, 176, 212, 214, 249, 265, 271

State Agency. 61, 107, 109, 131, 133, 149, 153, 157, 161, 165, 171, 175, 181, 182, 212, 218, 235, 247, 258, 259, 260

University/Four Year College. 11, 13, 17, 19, 23, 25, 27, 29, 35, 37, 39, 47, 49, 51, 55, 57, 59, 67, 69, 71, 73, 79, 80, 81, 83, 84, 91, 103, 111, 123, 129, 135, 139, 147, 151, 171, 176, 189, 199, 201, 203, 205, 217, 219, 220, 221, 227, 229, 233, 236, 237, 238, 244, 245, 249, 250, 252, 253, 257, 267, 271, 273

Vocational Technical School/Center. 33

HANDICAPPING OR AT-RISK CONDITION

Autism. 91, 93, 99, 161

Behavior Disorder. 11, 23, 31, 137, 143, 147, 161, 165, 203

Brain Damage. 11, 57, 137, 161, 165, 203, 205

Cerebral Palsy. 15, 23, 31, 37, 41, 57, 93, 123, 137, 143, 161, 165,

Chronic Mental Illness. 31, 97, 143, 161, 187

Communication Disorder. 11, 37, 57, 93, 143, 161, 165, 203

Deaf-Blind. 103

Developmental Disability. 11, 23, 91, 111, 123, 143, 161, 165

Dropout. 97, 121, 141, 143, 147, 161, 187, 191

Economically Disadvantaged. 97, 143, 161, 187, 193, 201

Emotional Disorder. 11, 41, 93, 119, 121, 123, 127, 141, 143, 147, 159, 161, 165, 189, 203

Epilepsy. 11, 31, 37, 93, 123, 137, 141, 161

Health Impairment. 15, 23, 31, 41, 137, 161

Hearing Impairment. 23, 31, 37, 39, 41, 57, 93, 103, 119, 121, 123, 127, 137, 143, 165, 161, 187, 193

Learning Disability. 7, 9, 11, 17, 19, 21, 23, 25, 27, 29, 31, 35, 37, 39, 41, 43, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 119, 121, 127, 137, 141, 143, 147, 159, 161, 165, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205

Mental Retardation. 11, 31, 93, 99, 105, 109, 119, 121, 123, 127, 135, 137, 141, 143, 147, 157, 159, 161, 165, 187, 201, 203, 205,

Minority Youth. 97, 143, 161, 187, 191, 201

Multiple Handicap. 11, 15, 37, 95, 99, 101, 121, 123, 137, 165, 193

Physical Handicap. 15, 23, 31, 37, 39, 41, 93, 121, 123, 127, 137, 143, 159, 161, 165, 187

Speech Impairment. 37, 57, 123, 137, 143, 161, 165

Spinal Cord Injury. 15, 23, 37, 57, 161

Substance Abuse. 31, 41, 97, 161

Traumatic Head Injury. 15, 37, 69, 161, 205

Visual Impairment. 11, 23, 37, 39, 41, 57, 93, 121, 123, 137, 143, 161

INFORMATION/DATA BEING COLLECTED

Employer Information.
  Characteristics/Demographics. 11, 15, 41, 43, 57, 65, 93, 95, 97, 101, 103, 105, 109, 119, 121, 123, 131, 135, 139, 141, 143, 149, 165, 187, 189, 191, 193, 199, 201, 205

  Collaboration Level. 11, 43, 65, 71, 91, 93, 95, 97, 101, 109, 119, 123, 139, 141, 143, 165, 187, 193, 205

  Direct Service Provided by Project. 11, 49, 65, 93, 95, 97, 101, 103, 105, 109, 121, 123, 135, 139, 141, 143, 147, 149, 165, 187, 193, 205

  Outcome Status (post placement hires, integration, etc.). 11, 15, 43, 49, 91, 93, 95, 97, 101, 109, 119, 123, 139, 141, 157, 161, 165, 187, 193, 201, 205

  Satisfaction Level. 9, 11, 43, 49, 51, 57, 65, 91, 93, 95, 97, 101, 103, 109, 119, 121, 123, 127, 135, 139, 141, 143, 147, 149, 161, 165, 187, 189, 191, 193, 201

  Other Employer Data/Information. 139, 143, 201

Postsecondary Information.
  Characteristics/Demographics. 7, 17, 19, 23, 27, 29, 37, 43, 45, 53, 59, 63, 69, 71, 93, 97, 101, 121, 131, 139, 143, 155, 159, 161, 165, 187, 189, 191, 193, 195, 205

  Collaboration Level. 13, 19, 23, 29, 35, 53, 59, 63, 71, 93, 131, 139, 143, 155, 159, 161, 165, 187, 189, 193, 195

  Direct Service Provided by Project. 7, 9, 13, 15, 17, 19, 21, 23, 29, 35, 43, 45, 53, 55, 59, 61, 63, 67, 69, 71, 73, 93, 131, 139, 143, 147, 155, 159, 161, 165, 187, 193, 195, 205

  Satisfaction Level. 7, 13, 17, 19, 27, 29, 35, 39, 43, 51, 53, 59, 61, 63, 67, 69, 73, 93, 101, 121, 143, 155, 161, 165, 187, 193, 195, 199

  Outcome Status (competency attainment, grades, assimilation, placement, etc.). 7, 9, 15, 17, 19, 21, 27, 29, 37, 39, 43, 45, 47, 53, 57, 59, 61, 63, 67, 69, 73, 93, 101, 121, 125, 133, 143, 155, 161, 165, 187, 189, 191, 193, 195

  Other Postsecondary Data/Information. 13, 29, 35, 53, 59, 63, 69, 155, 201

Student/Client Information.
  Assessment Results. 7, 9, 11, 15, 21, 23, 27, 29, 35, 37, 41, 43, 45, 47, 51, 53, 59, 61, 63, 65, 67, 69, 71, 73, 93, 95, 97, 101, 103, 105, 109, 111, 119, 121, 123, 137, 141, 143, 147, 155, 161, 165, 187, 189, 191, 193, 197, 199, 203, 205

  Demographic Information. 7, 9, 11, 15, 21, 23, 27, 29, 31, 35, 37, 41, 43, 45, 47, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 93, 95, 97, 101, 103, 105, 109, 111, 123, 129, 131, 133, 135, 137, 139, 141, 143, 147, 155, 157, 159, 161, 165, 187, 189, 193, 201, 203, 205

  Educational Background. 7, 9, 11, 15, 21, 27, 29, 35, 37, 41, 43, 45, 53, 55, 57, 59, 63, 65, 67, 69, 71, 73, 93, 97, 101, 105, 109, 123, 129, 141, 147, 155, 157, 159, 161, 165, 187, 193, 195, 201, 203

  Educational Program Progress. 7, 9, 11, 23, 27, 29, 31, 35, 37, 39, 43, 45, 47, 51, 53, 55, 57, 59, 61, 63, 65, 69, 71, 73, 93, 95, 97, 99, 101, 103, 105, 109, 119, 123, 139, 141, 143, 147, 155, 161, 165, 187, 189, 191, 193, 199, 201, 203

  Employment Status. 9, 11, 15, 25, 29, 31, 43, 51, 57, 61, 65, 71, 93, 95, 97, 101, 103, 105, 109, 119, 123, 125, 127, 129, 133, 135, 139, 141, 143, 155, 157, 159, 161, 165, 187, 189, 191, 193, 201, 203, 205

  Follow-up Status. 7, 11, 15, 23, 25, 27, 29, 31, 35, 41, 43, 47, 51, 53, 57, 59, 61, 63, 65, 69, 71, 73, 93, 95, 97, 101, 103, 105, 109, 119, 121, 123, 125, 127, 129, 131, 133, 135, 139, 141, 143, 155, 157, 159, 161, 165, 187, 189, 191, 193, 197, 201, 203, 205

Intake/Referral Information. 7, 9, 11, 15, 19, 21, 29, 31, 35, 47, 53, 57, 59, 63, 65, 67, 71, 73, 93, 99, 105, 109, 123, 135, 137, 141, 147, 155, 161, 165, 187, 189, 191, 193, 201, 203, 205

Integration into Environment. 11, 15, 29, 41, 51, 53, 59, 63, 71, 91, 93, 95, 97, 101, 105, 109, 111, 123, 125, 137, 139, 141, 143, 147, 155, 157, 159, 161, 165, 187, 189, 193, 195, 205

Number Receiving Direct Services. 7, 9, 11, 13, 15, 19, 21, 23, 27, 29, 35, 37, 41, 45, 47, 53, 55, 57, 61, 63, 65, 67, 69, 71, 73, 93, 95, 97, 101, 103, 105, 109, 119, 121, 123, 125, 127, 129, 131, 133, 137, 139, 141, 143, 155, 157, 159, 161, 165, 187, 189, 191, 193, 195, 201, 203, 205

Number Referred. 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 35, 41, 47, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 91, 93, 95, 97, 103, 105, 109, 119, 121, 123, 135, 137, 139, 141, 147, 155, 161, 165, 187, 189, 191, 193, 197, 201, 205

Outcome Status. 11, 23, 25, 29, 39, 41, 43, 47, 51, 53, 55, 61, 63, 65, 67, 71, 95, 97, 101, 103, 109, 123, 125, 127, 129, 133, 141, 143, 147, 151, 155, 157, 161, 165, 187, 191, 193, 197, 201, 203, 205

Training Program Progress. 9, 11, 15, 17, 23, 29, 31, 41, 43, 47, 53, 61, 65, 73, 91, 93, 95, 97, 99, 101, 103, 105, 109, 111, 119, 121, 123, 135, 139, 141, 143, 147, 155, 157, 165, 187, 189, 191, 193, 195, 197, 201, 203, 205

Work Experience Background. 7, 9, 11, 15, 21, 29, 31, 41, 43, 57, 65, 69, 93, 95, 97, 101, 105, 109, 123, 129, 131, 133, 135, 139, 141, 143, 147, 155, 157, 159, 161, 165, 187, 193, 201, 203, 205

Other Student/Client Data. 27, 29, 37, 39, 63, 69, 71, 101, 147, 155, 187, 193, 203

INSTRUMENTATION: ASSESSMENT MEASURES FOR STUDENT/CLIENT

Adaptive Behavior Checklist. 7
Adaptive Behavior Scale. 139
Adult Basic Learning Exam (ABLE I, II, III). 141
Associated Work Skills Checklist. 143
Attitudes Toward Interacting with People. 143
Auditory-Verbal Learning Task. 7
Basic Achievement Skills Individual Screener. 9
Behavior Development Scale. 111
Bender-Gestalt Visual Motor Test. 21, 37
Bennett Hand Tool Dexterity Test. 121
Bennett Mechanical Comprehension Test. 147, 187
Benton Revised Visual Retention Test. 9
BETA Exam - Revised. 61

Bloomer Learning Test. 59
Brief Psychiatric Rating Scale. 97
Brigance Diagnostic Inventory of Essential Skills. 21, 61, 147, 193
CAI-LD. 9
California Achievement Test (CAT). 139
California Occupational Preference Survey (COPS). 9, 57, 121, 187
Career Ability Placement Survey (CAPS). 9, 119
Career Assessment Inventory (CAI). 43
Career Awareness Inventory. 141
Career Interest Inventory. 29
Career Maturity Inventory. 143
Career Orientation Placement and Evaluation Survey (COPES). 9, 121, 187
College Entrance Assessment Battery. 19
Coopersmith Self-Esteem Inventory. 9, 69, 143
Coping Mastery Scale. 97
Crawford Small Parts Dexterity Test. 121, 187
Daly-Miller Scale of Writing Apprehension. 27
Detroit Test of Learning Aptitude. 7
Diagnostic Assessment of Reading Errors. 65
Discover. 73
Edwards Personal Preference Schedule. 141
Functional Assessment Inventory. 11, 109, 123
Fundamental Interpersonal Relations Orientation (FIRO-B). 15
General Aptitude Test Battery (GATB). 15, 141
Global Assessment Scale. 97
Gordon Occupational Checklist. 141, 205
Harrington-O'Shea System for Career Decision Making. 9, 15
Holland Self-Directed Search. 143
Inventory for Client and Agency Planning (ICAP). 105
Janis-Fields Feelings of Inadequacy Scale. 29
Jewish Employment and Vocational Service Work Sample System (JEVS). 121, 141
Job Entry Skills Assessment (JESA). 201
KeyMath Diagnostic Arithmetic Test. 63
Kuder Preference Schedule. 63
Leisure Time Activities Scale. 97
Life-Centered Career Education Curriculum (LCCE). 139
Microcomputer Evaluation and Screening Assessment (MESA). 33, 201
McCarron-Dial Work Evaluation System. 43, 121, 187
Minnesota Multiphasic Personality Inventory (MMPI). 15
Minnesota Spatial Relations Test. 121, 187
Mooney Problem Checklist. 141
Myers-Briggs Type Indicator. 63, 65, 141
Nowicki-Strickland Locus of Control. 71
Occupational Aptitude Survey and Interest Schedule (OASIS). 9
Peabody Individual Achievement Test (PIAT). 63
Peabody Picture Vocabulary Test (PPVT). 35, 63, 105, 119, 121, 139, 147
Piers-Harris Self-Concept Scale. 47, 71, 141, 187
Problem Oriented Social-Vocational Adaptivity Program. 147
Purdue Pegboard. 119, 121, 187
Raven Standard Progressive Matrices. 63, 121
Rosenberg Self-Esteem Scale. 97
Rotter Locus of Control. 187

Social and Prevocational Information Battery (SPIB). 147
SRA. 121
Stanford Achievement Test. 69, 193
Stanford Diagnostic Math Test. 59
Stanford Diagnostic Reading Test. 59
Stanford Test of Academic Skills. 59
Stigma Scale. 97
Street Survival Skills Questionnaire (SSSQ). 121, 139, 141, 147, 165
Strong-Campbell Interest Inventory. 15, 53, 63, 65, 71
Test of Adolescent Language (TOAL). 7, 35
Test of Adult Basic Education (TABE). 33, 47, 97
Test of Written Language. 59, 65, 73
Test of Written Spelling. 7, 59
Thematic Apperception Test (TAT). 69
Valpar Component Work Sample System. 29, 119, 121, 139, 141
Vineland Adaptive Behavior Scales. 105, 119
Vocational Assessment and Curriculum Guide (VACG). 165
Vocational Decision Making Interview. 205
Vocational Interest Experience and Skill Assessment (VIESA). 63
Wechsler Adult Intelligence Scale (WAIS and WAIS-R). 9, 15, 21, 27, 29, 35, 37, 43, 47, 53, 55, 59, 63, 65, 67, 69, 71, 73, 121, 141, 147, 161, 165, 193
Wechsler Intelligence Scale for Children - Revised (WISC-R). 61, 71, 119, 121, 139, 147, 161, 165
Wechsler Memory Scales. 9
Weller-Strawser Scales of Adaptive Behavior. 69
Wide Range Achievement Test (WRAT-R and WRAT). 15, 47, 53, 61, 63, 65, 69, 119, 121, 139, 141, 147, 165
Wide Range Interest Opinion Test (WRIOT). 9, 119
Woodcock-Johnson Psycho-Educational Battery. 19, 35, 43, 55, 65, 67, 69, 71, 73, 139
Woodcock-Johnson Scales of Independent Behavior. 19
Woodcock Reading Mastery Test (WRMT). 7
Work Satisfaction Scale. 97
Work Values Inventory. 141
Wyoming Career Information System. 73
Zung Depression and Anxiety Scale. 97

INSTRUMENTATION: GENERAL TYPE OR FORM

Academic Achievement. 7, 9, 15, 19, 21, 33, 35, 43, 47, 51, 53, 55, 59, 61, 63, 65, 67, 69, 71, 73, 97, 119, 121, 139, 141, 147, 161, 165, 191, 193

Adaptive Behavior/Survival Skills. 7, 19, 43, 67, 105, 109, 111, 119, 121, 139, 141, 143, 147, 165, 187

Career Interest. 9, 15, 19, 29, 33, 43, 51, 53, 57, 63, 65, 71, 73, 119, 121, 141, 143, 161, 187, 199, 201, 205

Checklists. 7, 9, 15, 17, 19, 21, 29, 45, 55, 61, 63, 73, 105, 111, 121, 123, 135, 139, 141, 143, 147, 165, 187, 193, 199

Daily Living Skills. 43, 97, 139, 141, 147, 161, 165

Dexterity/Manual Skills. 15, 33, 43, 119, 121, 141, 161, 187

General Ability/Intelligence. 9, 15, 19, 21, 27, 29, 35, 37, 43, 47, 53, 55, 59, 61, 63, 65, 67, 69, 71, 73, 105, 109, 119, 121, 139, 141, 147, 161, 165, 191, 193

Interviews. 7, 9, 11, 15, 17, 19, 21, 35, 37, 45, 47, 53, 63, 67, 69, 71, 93, 109, 121, 127, 141, 143, 147, 165, 187, 191, 193, 195, 197, 199, 201

Language. 7, 19, 35, 53, 59, 63, 65, 105, 119, 121, 139, 147, 161, 191

Observation Forms. 7, 11, 15, 19, 21, 25, 37, 47, 97, 105, 109, 119, 123, 135, 141, 143, 147, 165, 199

Personality. 9, 15, 43, 47, 53, 63, 65, 69, 71, 97, 141, 143, 187, 197

Questionnaires. 9, 11, 21, 29, 45, 47, 51, 59, 63, 67, 123, 131, 133, 147, 157, 187, 199, 201

Rating Scales. 9, 11, 13, 15, 17, 19, 25, 31, 35, 47, 51, 59, 61, 67, 93, 105, 119, 121, 123, 127, 131, 139, 141, 143, 147, 157, 165, 187, 199, 201, 205

Social Skills. 19, 29, 53, 97, 119, 139, 147, 161, 187, 199, 201

Special Aptitude. 15, 119, 121, 141, 147, 161, 187

Surveys. 7, 11, 13, 15, 17, 25, 27, 35, 39, 45, 47, 53, 55, 67, 69, 71, 73, 95, 109, 121, 123, 127, 131, 133, 135, 139, 141, 147, 151, 153, 157, 169, 187, 195, 197, 199, 205

Vocational Skills. 9, 29, 33, 53, 71, 119, 121, 139, 141, 147, 161, 165, 201, 203, 205

INSTRUMENTATION: PROJECT DEVELOPED

Agency.
    Agency Satisfaction Survey. 127, 151
    Agency Survey. 49, 57, 71
    Improvement of Linkage Survey. 123
    Interagency Collaboration Survey. 133

Employer.
    Employer/Community Perception Survey. 123
    Employer/Community Sponsor Evaluation. 105
    Employer/Employee Checklist. 139

    Employer/Employee Interview. 11
    Employer Needs Assessment Survey. 187
    Employer Questionnaire (pre-post). 201
    Employer Satisfaction Survey/Rating Scale. 11, 141, 147, 157, 165
    Employer Survey. 121
    Labor Market Survey. 141
    Trainer/Employer Rating Sheet. 119

Needs Assessment.
    Employer Needs Assessment Survey. 187
    Needs Assessment for Additional Testing. 53
    Needs Assessment for Faculty/Teachers. 53, 71
    Needs Assessment of Youth Exiting School. 205
    Needs Assessment Survey. 55, 73, 157
    Needs Assessment Survey - College. 17
    Needs of Students Survey. 71
    Parent Needs Survey. 77
    Student Vocational Needs Survey. 195

Parent.
    Parent Career Expectation/Barriers Interview. 195
    Parent Exit Interview. 143
    Parent Interview. 71, 93, 187
    Parent Needs Survey. 77
    Parent Opinion and Knowledge Inventory. 47, 127
    Parent Satisfaction Questionnaire. 123
    Parent Survey/Questionnaire. 47, 95, 121, 133, 139, 187, 195

Program.
    Acceptability Surveys of Supported Employment. 135
    Assessment Checklist. 7
    Business Advisory Committee Evaluation Form. 9
    Curriculum Survey. 15
    Employer/Community Sponsor Evaluation of Program. 105
    Evaluation Checklist. 45
    Inservice Evaluation Form. 9, 45, 139
    Instrument Utilization Questionnaire. 147
    Learning Strategies Course Evaluation. 67
    NIPEP Satisfaction Rating Scale. 19
    NIPEP Utility Checklist. 19
    Orientation Workshop Evaluation. 67
    Process Evaluation Questionnaire. 157
    Professional Survey. 133
    Program Evaluation Questionnaire. 59
    Program Evaluation Rating Scale. 59
    Program Logs. 37, 105
    Quality of Transition Index. 123
    Quarterly Evaluation Form. 67
    Referral Checklist. 9
    Situational Observation of Team Member. 123
    Standards for Evaluating Quality Survey. 153
    Training/Evaluation Rating Scale. 17
    Transition Planning Guide Questionnaire. 133
    Transition Questionnaire. 29
    Vignettes/Administrative Journal. 123
    VOIS Model Fidelity Checklist. 111

Student/Client.
  Academic Probes. 19
  Adjustment to the World Attributes Survey. 147
  Adult Basic Education Screening Device. 17
  Application for Project Participation Interview. 53, 73
  Assessment of Employee Independence. 143
  Attitude and History Writing Sample Survey. 27
  Behavior Checklist. 55
  Business Advisory Council Student Evaluation. 15
  Case History. 17, 19
  Checklist for Acquisition of Social Behaviors. 135
  Checklist of Vocational Skills Attainment. 47
  Cognitive Mapping. 63
  Collateral Behavior Checklist. 135
  Community Mobility Checklist. 105
  Competency Achievement Records. 11, 123, 205
  Competency Rating Forms. 47
  Consumer Satisfaction Questionnaire/Rating Scale. 21, 31, 141, 147
  Critical Employment Factors Assessment. 143
  Curriculum Based Assessment Instruments. 19
  Daily Living Skills Observation. 105, 165
  Ecological Inventory. 95, 129
  Employability and Social Skills Rating Scale. 121
  Employer/Employee Interview. 11
  Environmental Checklist. 19
  Exit Interview. 143
  Freagon & Wilcox Assessment Materials. 109
  Followup Survey. 123
  Functional Skills Checklist. 139
  Grooming/Self Care Skills Checklist. 15, 105
  High Risk Questionniare. 147
  Home-School Assessment. 143
  Independent Living Skills Checklist. 141, 165
  Informal Essay. 19
  Information Assessment. 19
  Intake Interview/Checklist. 19, 73
  Interest and Expectation Checklist. 187
  Job Seeking Skills Interview. 141
  Job Shadow Worksheet/Guide Questionnaire. 9
  LD Adaptation/Accommodation Observation. 7
  Learning Style Preferency Checklist. 73
  Learning Styles Inventory. 29, 69
  Leisure/Recreation/Social Skills Assessment. 161
  Life Planning Survey. 67
  Life Skills Assessment. 143
  Needs Assessment for Additional Testing. 53
  Needs Assessment of Youth Exiting School. 205
  Needs of Students Survey. 71
  Post-Placement Probe Index of Least Restrictive Employment. 143
  Postsecondary Awareness Rating Scale. 187
  Progress Reports. 31

- Readiness Skills Checklist. 63
- Resident Lifestyle Inventory. 111
- Sample Transition Plan. 29
- Screening Interview. 141
- Self Rating of Satisfaction. 67
- Skills Competency Checklist. 141
- Social Network Analysis Form. 111
- Social/Recreational Behavior Observation/Skills Checklist. 147
- Student Checklist. 17
- Student Evaluation of CAI. 45
- Student Evaluation of Tutor Questionnaire. 45
- Student Evaluation Rating Scales. 15
- Student Exit Survey. 69
- Student Intake Interview. 21, 37, 45, 19, 165, 67, 35, 17, 15, 69, 9, 63, 121, 147, 193, 141, 7
- Student Interview. 15, 19, 71, 127, 187
- Student Questionnaire. 187
- Student Records. 123
- Student Repertoire Inventory. 95
- Student Satisfaction Questionnaire. 123, (124)
- Student Vocational Needs Survey. 195
- Student Workshop Evaluation Checklist. 45
- Strengths & Weaknesses Checklist. 21
- Study Schedule Daily Log. 21
- Study Skills Checklist. 63, 73
- Training Progress Report. 119
- Valued Outcome Information System. 111
- Vocational Adaptivity Scale. 205
- Vocational Outcome Questionnaire. 47
- Vocational Rating Scale. 93
- Vocational Training Plan and Agreement. 105
- Winston Grammar Evaluation. 65
- Work Adjustment Inventory. 119
- Work Attitude Rating Scale. 147
- Work/Behavior Observation. 144, 147, 165
- Work Habits Checklist. 121
- Work Maturity Competency Checklist. 141
- Work Reporting Forms. 97
- Work-Study Competency Rating Form. 47
- Work-Study Observation Form. 47
- Work Task Analysis Form. 105
- Work Values Inventory. 143
- Worker Performance Rating Scale. 11
- Writing Sample. 21
- Written/Oral Language Analysis. 35

Staff/Teacher/Faculty.
- Attitudinal Change Questionnaire. 11
- Faculty Attitudes/Knowledge Toward L.D. Survey. 35
- Faculty Awareness Questionnaire. 21
- Faculty Checklist. 17
- Faculty Evaluation Form. 63
- Faculty Evaluation of CAI. 45

  - Faculty Referral Checklist. 19
  - Faculty/Teacher Attitudes Survey. 7, 45, 187, 195
  - Field Liaison Program Reports. 147
  - Instructor Interview. 197
  - Needs Assessment for Faculty/Teachers. 53, 71
  - Site Trainer Competency Checklist. 7
  - Teacher Rating of Student Goals. 127
  - Vocational Education Needs Survey. 187

- Peer Tutor/Mentor.
  - Mentor Activity Records. 147
  - Mentor Satisfaction Questionnaire. 147
  - Peer Tutor/Mentor Interview. 147
  - Tutor Evaluation of Student. 45

- Other Project Developed Instruments/Forms.
  - Application Form. 73
  - Case Studies. 47
  - Contact Logs/Sheets. 11, 71, 69, 9, 39, 63, 13, 97, 119, 141, 131, 187
  - Followup Forms. 9, 19, 133
  - Inventories/Academic Profiles. 55, 59, 51, 109
  - ITP, IEP Forms. 71
  - Meeting Minutes. 197
  - Needs Assessment. 37, 197
  - Placement Records. 123
  - Pre-Post Academic Skill Tests. 65, 199
  - Project Records. 147, 197
  - Referral/Intake Forms. 11, 19, 15, 71, 135, 147, 19
  - Site Implementation Forms. 19
  - Student Packets. 93, 191
  - Testing Protocol. 53
  - Writing Sample. 47

KEY PERSONNEL

- Adams, Terence. 179
- Adornetto, Donna. 59
- Aiken, John M. 195
- Anderson, Frank. 191
- Andrews, Cynthia. 237
- Angotti, Bette. 53
- Arnold, Mitylene. 285
- Ashley, Joe. 247
- Atkins, Robert. 31
- Bates, Paul. 133
- Baumgart, Diane. 212
- Beam, Joyce. 232
- Beard, John. 119
- Behle, Susan. 181
- Bennett, Barbara. 283
- Berkell, Dianne. 233
- Bernacchio, Charles. 231
- Bernthal, John. 35
- Bert, Susan. 151
- Block, Lydia. 251
- Blue, Beverly. 53
- Bolton, Bonnie. 95
- Bonner, Larry. 65
- Bounds, Betsy. 121, 187
- Bradford, Charles E. 284
- Brady, Mary Ellen. 25

Brinckerhoff, Loring. 13
Brookes, Martha. 283
Brown, Cynthia G. 181
Brown, James. 249
Bucci, Paul. 272
Bupp, Donna. 234
Burnham, Sonja. 139
Bursuck, William. 19
Cabell, Betsy. 9
Carter, J. Edward. 220
Catapano, Patricia M. 197
Close, Daniel. 252
Coker, Charles. 205, 219
Collins, Michael. 253
Collins, Terence. 27
Cook, Judith. 97, 228
Copman, Sandra. 101
Corn, Juliana. 45
Cowen, Sara. 17
Crawford, Dorothy. 169
Crockett, Jean. 41
Curley, Sherry. 260
Dalke, Connie. 71, 83
Davis, Earl. 252
DeMarsh, Joe. 211
Dennis, Lawrence. 149
Dever, Richard. 273
Donnellan, Anne M. 221
Doonan, Marijanet. 237
Downum, Christian. 91
Drummond, O. George. 259
Edwards, Paul. 78
Elliott, Barbara. 174
Emerson, John. 201
Faught, Michael K. 91
Fiana, Anthony G. 161, 165
Field, Sharon. 203
Fisher, Dorothy. 251
Flugman, Bert. 47, 245
Flynn, Tom. 135
Frady, Lynn. 243
Fuller, Maxine. 260
Gagnon, Duane. 119
Gajar, Anna. 246
Gallen, Patricia. 79
Galloway, James. 284
Gartner, Alan. 85
Gaylord-Ross, Robert. 189
Geis, Julie. 35
Gerson, Lucinda. 125
Gibson, Melanie. 141
Gilfoyle, Elnora. 123
Gittings, James. 91
Gloeckler, Lawrence. 175
Goldstein, Marjorie T. 147
Gordon, Marilyn. 15
Graesser, Ray. 161
Gronberg, Gary. 285
Guerrero-Mesta, Josephine. 280
Gurganus, Susan P. 177
Guy, Elmer. 260
Hagin, Rosa. 49
Haley, Pat. 216
Hanna, Edward. 15
Hardman, Michael. 217
Hatcher, Debbie N. 178
Hayes-Eversley, P. 193
Hazel, Stephen. 229
Helge, Doris. 276
Heliotis, James. 269
Hiltenbrand, Dorsey. 159
Horn, Christy. 37
Horne, Deanne. 285
Horner, Robert. 111
Housman, Roberta. 274
Hulbert, Dan. 95, 265
Hull, Marc. 157
Hursh, Norman. 103
Jackson, Carla. 218, 235
Jameson, Devi. 271
Jenkins, Joseph. 201
Johnson, Cynthie. 109
Juhrs, Patricia. 275
Katski, Mary Ann. 236
Keener, Jerry. 99
Kelvin, Mary. 182
Kercher, Patricia. 33
Kramer, Michael. 197, 274
Kuveke, Susan H. 147
LaVake, Valerie, V. 125
Lagomarcino, Tom. 227
Lambrou, Jani. 131
Lerman, Alan. 220
Leuenburger, Jan. 244
L'Homme, Bert. 272
Lindskoog, Wayne. 213
Long, James P. 85, 86
Lorenzi, Elizabeth. 49
McCarty, Catherine. 69
McDonnell, John. 217
McGinn, Patrick. 172
McGuire, Joan. 13
McKean, Kathy. 61
Macintosh, Betty. 109
Maguire, Beth. 230
Marino, Justin. 236
Maxion, Glen. 93
May, Kathleen. 180

Melder, John. 214
Meredith-Henderson, Carolyn. 155
Mertz, Phillip. 258
Meslang, Susan. 248
Michaels, Craig. 43, 250
Milliron, Deana. 63
Mitchell, Marshall. 63
Mithaug, Dennis. 271
Morganweck, Jean. 123
Morris, Mary. 244
Morrow, Sue Ann. 173
Munn, Bradley. 37
Murray, Jacque. 82
Naour, Paul. 59
Nathanson, Bob. 80
Nisbet, Jan. 238
Nogis, Felix R. 280
Norlander, Kay. 13
Norman, Michael. 171
O'Connor, Gail. 283
Olson, Ted. 286
O'Reilly, D. Joyce. 281
Oscharoff, Steven. 21
Panzer, Jim. 99
Parsons, Gary. 105
Pasanella, Joseph. 279
Patton, Patricia. 257
Peck, Alec. 25
Perez, Vincente. 127
Perin, Dolores. 47
Perino, Daniel. 187
Peters, Fred. 84
Peterson, Michael. 139
Powers, Stephanie. 107
Price, Lynda. 29
Primus, Chris. 73
Quinones, Bill. 282
Racioppi, Ellen. 249
Rader, Doris. 77
Rhodes, Larry. 151, 238, 275
Richards, William R. 9
Richardson, Carol. 182
Rose, Ernie. 19
Rosenthal, Irwin. 51, 199, 250
Roth, Monica. 81
Roth, William. 39
Rothstrom, Ray. 153
Schenck, B. J. 127
Schutz, Richard. 133
Schwarzentraub, Gerry. 170
Segal, Jay. 86
Seidenberg, Pearl. 84
Shaw, Stan. 13
Simon, Stephen H. 57
Sinkewiz, Susan. 165
Smith, Ninia. 23
Sowers, Jo-Ann. 215
Spencer, Karen. 11
Stewart, Arlene. 55
Stodden, Robert. 129, 273
Straley, Ann. 65
Stubblefield, Guy. 272
Suter, Carl. 133
Swan, Dave. 205
Swank, Dewey. 33
Tarr, Donald E. 93
Test, David. 176
Thomas, Dale. 219
Thompson, Sandra. 105
Tomlan, Patricia S. 7
Tompkins-McGill, Patricia. 266
Traiforos, Angela. 272
Tucker, Gladys. 67
Vernon, Sally. 21, 193
Vernooy, Jeff. 57
Wacker, David. 135
Wehman, Paul. 267
Weisenstein, Greg. 203, 270
Wells, Robert. 252
White, Stephen. 143
Williams, Ruth. 69
Wright, P. Nemeth. 109
Zachmeyer, Richard. 137

LOCATION (STATE) OF PROJECT

Arizona. 91, 119, 121, 169, 187, 211, 260
California. 93, 95, 170, 189, 243, 257, 265, 271, 279, 283
Colorado. 7, 9, 11, 123, 191, 271
Commonwealth of Northern Mariana Islands. 280
Connecticut. 13, 125, 281
Delaware. 283
District of Columbia. 181, 236, 272, 284
Florida. 15, 77, 78, 127
Georgia. 285
Hawaii. 129, 273
Idaho. 131, 212
Illinois. 17, 21, 19, 84, 97, 133, 193, 227, 228

Indiana. 99, 273
Iowa. 135
Kansas. 23, 195, 229
Kentucky. 137, 171, 230
Maine. 231
Maryland. 27, 60, 232, 260, 275
Massachusetts. 25, 101, 103 220, 249
Minnesota. 27, 29, 105, 213, 249
Mississippi. 139
Missouri. 31, 141, 172, 173
Montana. 33, 143
Nebraska. 35, 37, 174, 244
New Hampshire. 79, 107, 237
New Jersey. 147
New Mexico. 266
New York. 39, 41, 43, 45, 47, 49, 51, 80, 81, 84, 85, 175, 197, 199, 214, 220, 233, 237, 238, 245, 250
Ohio. 57, 59, 85, 86, 109, 149, 251
Oklahoma. 61
Oregon. 111, 151, 153, 215, 216. 238, 252, 275
Pennsylvania. 82, 86, 234, 246
Tennessee. 155, 179, 252
Texas. 63, 65, 282
Utah. 67, 181, 217
Vermont. 157, 253
Virginia. 159, 161, 165, 180, 182, 247, 248, 258, 259, 267
Washington. 182, 201, 203, 218, 235, 269, 270, 276, 286
Wisconsin. 69, 71, 83, 205, 219, 221
Wyoming. 73

OBJECTIVES OF PROJECT

Agency Coordination.
    Interagency Agreement. 11, 15, 29, 35, 37, 41, 43, 47, 49, 63, 67, 73, 91, 93, 95, 97, 101, 103, 105, 109, 119, 121, 123, 129, 131, 133, 135, 137, 139, 141, 143, 147, 155, 157, 159, 161, 187, 181, 191, 193, 203, 205

    Networking Activities. 7, 11, 15, 17, 23, 29, 35, 37, 41, 43, 45, 47, 49, 59, 63, 65, 67, 69, 71, 91, 95, 101, 105, 109, 111, 119, 121, 123, 127, 129, 131, 135, 137, 139, 141, 143, 147, 151, 153, 155, 157, 159, 161, 187, 189, 193, 205

    Transition Needs Assessment. 13, 23, 29, 35, 71, 93, 101, 105, 109, 119, 121, 123, 127, 131, 133, 139, 143, 147, 151, 153, 157, 159, 187, 193, 195, 205

Assessment/Referral.
    Assessment. 7, 9, 11, 15, 17, 25, 29, 33, 35, 37, 43, 45, 47, 49, 51, 57, 59, 61, 63, 65, 67, 69, 71, 73, 91, 93, 95, 97, 103, 105, 109, 111, 119, 121, 123, 127, 129, 137, 141, 143, 147, 187, 189, 191, 193, 197, 199, 201, 203, 205

    Eligibility Determination. 7, 9, 11, 15, 17, 23, 29, 33, 35, 39, 43, 47, 49, 51, 55, 57, 59, 63, 65, 67, 69, 71, 73, 91, 93, 97, 105, 109, 119, 121, 123, 127, 137, 141, 147, 187, 191, 193, 197, 205

  Referral. 7, 9, 11, 17, 29, 31, 33, 35, 61, 63, 65, 67, 69, 71, 73, 91, 93, 95, 105, 119, 121, 123, 127, 135, 137, 141, 143, 155, 187, 189, 193, 205

Counseling.
  Career Exploration. 9, 11, 23, 27, 29, 33, 41, 43, 47, 49, 51, 57, 59, 65, 67, 69, 71, 73, 93, 95, 97, 101, 103, 119, 123, 141, 143, 147, 155, 187, 189, 191, 193, 199, 205
  Case Management. 7, 29, 31, 43, 47, 49, 61, 65, 73, 95, 97, 101, 121, 141, 147, 155, 157, 159, 187, 193, 205

  Peer Support Groups. 7, 9, 15, 23, 27, 29, 33, 39, 41, 47, 49, 51, 63, 65, 69, 71, 91, 97, 101, 121, 123, 137, 141, 143, 147, 155, 157, 187, 193, 195, 201

  Student Counseling. 7, 9, 11, 15, 23, 29, 33, 35, 43, 47, 49, 51, 57, 61, 63, 65, 69, 71, 73, 121, 123, 127, 137, 141, 143, 147, 157, 187, 189, 191, 193, 199, 201, 203, 205

Dissemination/Replication/Continuation.
  Conference/Seminar Activities. 9, 11, 13, 15, 17, 21, 23, 25, 29, 41, 43, 45, 47, 49, 55, 57, 61, 63, 67, 71, 91, 101, 103, 109, 111, 119, 121, 123, 125, 127, 131, 133, 135, 139, 141, 143, 147, 153, 155, 157, 159, 161, 187, 191, 193, 195, 205

  Continuation Strategy Identification. 11, 13, 15, 17, 21, 29, 33, 37, 43, 45, 47, 49, 55, 57, 59, 63, 67, 69, 73, 93, 95, 101, 105, 109, 119, 121, 123, 125, 127, 131, 135, 137, 139, 141, 143, 147, 153, 157, 159, 161, 187, 193, 197, 203, 205

  Information Dissemination. 7, 9, 11, 13, 15, 17, 21, 25, 27, 29, 31, 33, 35, 37, 39, 43, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 93, 95, 97, 101, 103, 105, 109, 111, 119, 121, 123, 125, 127, 129, 131, 133, 135, 137, 139, 141, 143, 147, 151, 153, 155, 157, 159, 161, 187, 191, 193, 197, 199, 201, 203, 205

  Product Development/Dissemination. 7, 9, 11, 13, 15, 17, 21, 25, 27, 29, 33, 35, 37, 41, 45, 47, 49, 51, 55, 57, 59, 61, 63, 65, 69, 71, 73, 91, 93, 95, 97, 101, 103, 105, 109, 119, 121, 123, 127, 129, 131, 133, 135, 137, 139, 141, 143, 147, 153, 155, 157, 159, 161, 187, 191, 193, 195, 199, 201, 203, 205

  Replication. 7, 17, 25, 29, 51, 61, 67, 91, 101, 103, 119, 121, 123, 131, 133, 135, 137, 139, 143, 151, 153, 155, 157, 159, 187, 193, 201

  Technical Assistance. 11, 13, 15, 17, 21, 29, 33, 37, 39, 43, 45, 51, 55, 57, 61, 71, 93, 95, 101, 103, 105, 109, 111, 119, 121, 123, 125, 129, 131, 133, 135, 139, 141, 143, 151, 153, 157, 159, 161, 187, 193, 199, 205

Manpower Training.
  Employment Related Staff. 11, 31, 43, 47, 49, 57, 65, 91, 93, 95, 97, 101, 105, 109, 119, 121, 123, 127, 131, 135, 139, 141, 143, 147, 153, 155, 157, 159, 187, 189, 193

  Professional, Paraprofessional, Parent, etc.. 7, 9, 11, 13, 17, 29, 33, 37, 39, 43, 45, 47, 49, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 91, 97, 101, 105, 109, 121, 123, 127, 129, 131, 135, 137, 139, 141, 147, 151, 153, 155, 157, 159, 161, 187, 189, 193, 195, 201, 203, 205

  Workshop/Conference/Inservice Activities. 7, 9, 11, 13, 15, 17, 29, 33, 35, 43, 45, 49, 51, 57, 59, 61, 63, 65, 67, 69, 71, 73, 91, 93, 101, 103, 105, 109, 111, 119, 121, 123, 125, 127, 129, 131, 133, 135, 139, 141, 147, 151, 153, 155, 157, 159, 187, 189, 193, 195, 199, 201, 203

Placement/Followup.
  Competitive Employment Placement. 9, 11, 15, 25, 29, 31, 41, 43, 47, 49, 51, 57, 61, 65, 91, 95, 97, 101, 109, 119, 121, 123, 127, 135, 141, 143, 151, 155, 187, 189, 191, 193, 197, 199, 201, 203, 205

  Followup Service Provision. 7, 9, 11, 15, 23, 29, 31, 33, 41, 43, 47, 49, 59, 63, 65, 71, 73, 91, 95, 97, 101, 103, 109, 121, 123, 125, 127, 135, 137, 141, 143, 155, 157, 159, 187, 189, 191, 193, 197, 205

  Postsecondary Education Placement. 7, 17, 23, 29, 33, 35, 41, 43, 49, 51, 57, 59, 61, 65, 67, 69, 73, 97, 101, 103, 121, 123, 127, 141, 143, 155, 157, 159, 187, 189, 193, 199, 205

  Postsecondary Training Placement. 11, 17, 29, 33, 43, 47, 49, 57, 61, 65, 101, 103, 121, 123, 127, 141, 143, 147, 155, 157, 159, 187, 189, 193, 195, 199, 205

  Supported Work Placement. 11, 43, 49, 91, 93, 95, 97, 103, 105, 109, 111, 119, 121, 123, 127, 135, 141, 143, 147, 155, 157, 187, 189, 193, 205

Program Development.
  Computerized Management Information System. 9, 11, 15, 29, 33, 35, 41, 57, 63, 71, 73, 93, 95, 105, 121, 123, 127, 131, 133, 139, 143, 147, 153, 155, 161, 187, 189, 191, 193

  Curricula Development. 9, 15, 17, 21, 25, 27, 29, 33, 37, 41, 45, 47, 49, 57, 59, 61, 63, 65, 67, 69, 71, 91, 95, 97, 101, 105, 109, 111, 119, 121, 123, 127, 131, 139, 147, 155, 157, 159, 187, 189, 191, 193, 195, 197, 201, 203, 205

  Service Delivery Model Development/Implementation. 7, 9, 11, 15, 17, 21, 29, 31, 33, 35, 37, 47, 49, 55, 59, 61, 63, 65, 67, 69, 71, 73, 91, 93, 95, 97, 101, 105, 109, 111, 119, 121, 123, 127, 129, 133, 135, 137, 139, 141, 143, 147, 151, 155, 157, 159, 161, 187, 189, 191, 193, 195, 197, 203, 205

    Instrument Development. 7, 9, 11, 15, 17, 21, 29, 33, 37, 45, 47, 49, 51, 55, 63, 65, 67, 69, 71, 73, 93, 95, 97, 101, 103, 105, 111, 119, 121, 123, 127, 129, 133, 135, 137, 139, 143, 147, 151, 153, 187, 193, 195, 197, 201, 203, 205

    Training Package Development. 9, 11, 15, 17, 29, 35, 45, 49, 55, 61, 65, 69, 71, 73, 105, 111, 121, 123, 127, 129, 131, 133, 139, 141, 143, 151, 157, 161, 187, 193

Research.
    Empirical Research. 11, 15, 17, 23, 27, 29, 35, 37, 45, 47, 49, 51, 55, 63, 65, 69, 71, 73, 91, 97, 101, 111, 119, 121, 123, 127, 129, 133, 135, 139, 143, 147, 151, 155, 157, 159, 191, 193, 199, 201

    Followup Studies. 9, 11, 15, 29, 47, 49, 63, 69, 71, 91, 93, 95, 101, 105, 119, 121, 123, 125, 131, 133, 139, 141, 147, 153, 155, 157, 159, 187, 191, 193, 201, 203, 205

    Library Research. 11, 15, 17, 25, 27, 29, 47, 49, 61, 65, 71, 73, 97, 101, 105, 139, 141, 147, 155, 157, 187, 193

Training/Education.
    Nonvocational Training. 7, 11, 15, 27, 29, 33, 35, 37, 43, 45, 47, 49, 51, 57, 59, 61, 65, 67, 69, 71, 91, 93, 95, 97, 101, 105, 109, 111, 119, 121, 123, 137, 141, 147, 155, 157, 159, 187, 189, 191, 193, 199, 201, 203

    Training After Job Placement. 11, 29, 31, 43, 93, 95, 97, 101, 103, 105, 109, 119, 121, 123, 135, 143, 155, 187, 189, 193, 205

    Vocational Training. 11, 15, 25, 31, 33, 41, 43, 47, 49, 51, 61, 65, 93, 95, 97, 101, 103, 105, 109, 119, 121, 123, 127, 135, 141, 147, 155, 157, 159, 187, 189, 191, 193, 195, 197, 199, 201, 203, 205

PARTICIPANTS IN RELATED SERVICE COMPONENTS

Administrators. 13, 95, 153, 157, 203

Agency Personnel. 11, 15, 17, 21, 29, 43, 57, 65, 71, 93, 97, 101, 103, 105, 109, 111, 121, 123, 127, 131, 133, 135, 137, 139, 141, 143, 149, 153, 157, 159, 161, 165, 187, 193, 203

Business/Industry Personnel. 11, 15, 43, 51, 57, 65, 97, 101, 103, 109, 121, 123, 135, 137, 139, 141, 143, 149, 153, 159, 165, 187, 199

Parents. 23, 29, 43, 47, 59, 61, 69, 71, 91, 93, 95, 97, 101, 103, 105, 109, 119, 121, 123, 127, 133, 135, 137, 139, 141, 143, 149, 153, 155, 159, 165, 187, 203

Peer Tutors. 33, 43, 45, 53, 65, 73, 193

Postsecondary Faculty. 7, 9, 11, 13, 17, 19, 23, 29, 33, 35, 43, 45, 49, 51, 53, 59, 63, 65, 69, 73, 123, 153, 187, 199

Project Staff. 15, 17, 23, 29, 33, 43, 49, 51, 53, 55, 59, 61, 65, 67, 69, 73, 82, 91, 93, 97, 105, 109, 119, 121, 123, 127, 137, 141, 143, 153, 157, 161, 165, 187, 193, 203

Teachers. 23, 27, 29, 43, 53, 55, 59, 61, 63, 65, 67, 69, 71, 91, 93, 95, 97, 99, 101, 103, 105, 109, 111, 119, 121, 123, 125, 127, 131, 135, 137, 139, 141, 143, 149, 153, 157, 159, 161, 165, 187, 189, 193, 201, 203

Undergraduate/Graduate Students. 7, 11, 19, 37, 39, 43, 53, 59, 63, 67, 69, 71, 73, 121, 123, 139, 147, 187, 203

Other. 13, 125, 137, 159, 203

POLITICAL UNIT SERVED BY PROJECT

County. 77, 109, 137, 155, 159, 178, 182, 211, 221, 236, 238, 257, 259

Metropolitan Area: No Public Transportation. 238, 274

Metropolitan Area: Public Transportation. 9, 21, 25, 27, 29, 31, 37, 39, 41, 43, 45, 47, 49, 51, 63, 65, 67, 86, 91, 95, 97, 101, 121, 159, 170, 172, 176, 179, 187, 189, 193, 197, 199, 201, 203, 214, 215, 220, 228, 236, 245, 249, 250, 253, 270, 271, 272

Nation. 78, 85, 169, 181, 275, 276

Part of County. 11, 33, 93, 213, 229, 234, 265

Region of Nation. 13, 53, 83, 252, 272

Region of State. 15, 19, 23, 41, 43, 55, 57, 59, 63, 69, 79, 80, 81, 84, 105, 123, 135, 147, 151, 173, 174, 180, 191, 205, 230, 250, 266, 267, 273

Rural. 59, 119, 127, 155, 165, 195, 212, 232, 237

Small Town: No Public Transportation. 33, 195

Small Town: Public Transportation. 57, 127, 141, 143, 227, 237

State. 17, 37, 61, 73, 99, 103, 107, 111, 125, 129, 131, 133, 139, 149, 153, 157, 161, 171, 175, 177, 181, 182, 212, 216, 217, 218, 219, 220, 235, 243, 244, 247, 252, 258, 269, 273

Suburb. 71, 165, 172, 233, 237, 249, 274

PRODUCTS: CURRENT PROJECTS

Article. 9, 11, 15, 17, 21, 23, 25, 27, 29, 33, 35, 37, 39, 41, 43, 45, 47, 49, 51, 55, 57, 63, 67, 71, 91, 97, 101, 103, 105, 109, 111, 121, 123, 129, 135, 139, 143, 147, 149, 151, 159, 191, 199, 201, 205

Bibliography/Paper. 13, 29, 37, 39, 101, 159

Brochure. 9, 11, 13, 15, 17, 23, 29, 33, 35, 37, 43, 45, 49, 51, 55, 59, 61, 63, 69, 71, 73, 91, 95, 97, 101, 109, 119, 123, 127, 129, 135, 137, 139, 141, 143, 147, 149, 155, 159, 161, 187, 193, 203, 205

Computer-Related Material. 39, 45, 73

Curricula. 9, 15, 21, 25, 29, 33, 41, 45, 47, 61, 63, 67, 97, 103, 111, 119, 121, 127, 131, 133, 139, 155, 157, 159, 187, 189, 197, 201, 203, 205

Directory/Resource Guide. 71, 149, 197

Faculty/Teacher Material. 11, 23, 33, 67

Instrument. 7, 11, 15, 17, 19, 21, 29, 33, 35, 37, 47, 49, 51, 55, 63, 67, 73, 93, 97, 119, 121, 123, 129, 133, 137, 139, 143, 147, 151, 153, 157, 187, 197, 203

Newsletter. 7, 13, 15, 17, 27, 29, 37, 51, 55, 59, 63, 93, 95, 97, 101, 105, 123, 135, 137, 139, 155, 187, 199, 205

Operation/Procedure Manual. 19, 29, 93, 109, 129, 131, 135, 147, 153, 155, 189

Parent Handbook. 93, 97, 105, 121, 123, 127, 131, 137, 139, 143, 159, 161, 187, 193

Recruitment Material. 23, 73, 69

Replication Material. 11, 15, 33, 37, 45, 47, 49, 61, 71, 91, 95, 109, 111, 123, 127, 137, 139, 141, 143, 153, 159, 161, 187, 191, 203, 205

Slide Presentation. 11, 15, 31, 91, 93, 101, 119, 123, 161

Student Handbook. 15, 23, 31, 33, 69, 123, 127, 137, 187, 193, 201

Training Manual. 7, 9, 11, 15, 17, 19, 45, 47, 49, 55, 57, 59, 69, 73, 91, 97, 101, 109, 111, 123, 129, 133, 135, 139, 141, 143, 147, 149, 151, 157, 159, 161, 187, 189, 193, 205

Videotape. 9, 15, 17, 29, 45, 57, 59, 61, 63, 69, 95, 99, 121, 127, 135, 139, 155, 187

PRODUCTS: EXPIRED PROJECTS

Article. 80, 83, 107, 171, 172, 174, 176, 211, 212, 213, 215, 217, 228, 232, 233, 244, 245, 246, 267, 270

Bibliography/Paper. 107, 211, 244, 286

Brochure. 77, 80, 81, 82, 83, 170, 171, 172, 174, 178, 179, 180, 213, 216, 218, 228, 229, 232, 244, 247, 248, 259, 265, 267, 270, 279, 282

Curricula. 78, 172, 174, 180, 211, 212, 214, 216, 218, 228, 229, 234, 245, 248, 265, 266, 279

Directory/Resource Guide. 83, 178, 212, 243, 282,

Final Report. 175, 218, 227, 235, 258, 270

Instruments. 77, 78, 79, 80, 169, 174, 175, 213, 218, 219, 228, 229, 231, 234, 244, 245, 248, 267, 279

Newsletter. 81, 107, 171, 218, 228, 229, 232, 247, 265

Parent Handbook. 171, 172, 173, 174, 176, 178, 214, 228, 231, 279, 282

Replication Manual. 80, 83, 169, 170, 176, 211, 213, 216, 217, 218, 219, 228, 230, 234, 245, 247, 259, 265, 270

Slide Presentation. 172, 178, 218, 259

Student Handbook. 107, 171, 172, 174, 177, 179, 211, 215, 218, 219, 230, 232, 233, 234, 235, 243, 244, 246, 247, 259, 266, 279, 286

Teacher/Faculty Material. 77, 107, 173, 176, 218

Training Manual. 107, 171, 172, 174, 177, 179, 211, 215, 218, 219, 230, 232, 233, 234, 235, 243, 244, 246, 247, 259, 266, 279, 286

Research Faculty at the University of Illinois

Janis Chadsey-Rusch
Assistant Professor of
Special Education

Lizanne DeStefano
Assistant Professor of
Educational Psychology

Jane Dowling
Assistant Professor of
Special Education

Delwyn L. Harnisch
Associate Professor of
Educational Psychology

Laird W. Heal
Professor of Special
Education

Francesca Lundström
Assistant Professor of
Special Education

L. Allen Phelps
Professor of Vocational
Education

Adelle M. Renzaglia
Associate Professor of
Special Education

Frank R. Rusch
Professor of Special
Education

Robert E. Stake
Professor of Educational
Psychology

Institute Advisory Committee

Secondary Transition Intervention Effectiveness Institute

University of Illinois at Urbana-Champaign

Dianne E. Berkell, Ph.D.
Department of Special Education
Long Island University
C.W. Post Center

Dan Hulbert
Career Assessment and
Placement Center
Whittier (CA) Union High
School District

Gary Lambour, Ph.D.
Special Education Consultant
Connecticut State Department
of Education

Robert L. Linn, Ph.D.
Department of Educational
Psychology
University of Colorado-Boulder

Dennis Mithaug, Ph.D.
Department of Special Education
University of Colorado-
Colorado Springs

Jeri Nowakowski, Ph.D.
Office of Educational Evaluation
and Policy Study
Northern Illinois University

Nick L. Smith, Ph.D.
School of Education
Syracuse University

Carl Suter
Governor's Planning Council on
Developmental Disabilities
Springfield, Illinois

Craig Thornton, Ph.D.
Mathematica Policy Research
Princeton, New Jersey

Ann Turnbull, Ph.D.
Joseph P. Kennedy, Jr., Foundation
Washington, D.C.

Timm Vogelsberg, Ph.D.
Developmental Disabilities Center
Temple University

Paul Wehman, Ph.D.
Rehabilitation Research
and Training Center
Virginia Commonwealth University

Claude Whitehead
Consultant
Washington, D.C.

Russell Zwoyer
Associate Dean for Research
College of Education
University of Illinois at
Urbana-Champaign

TRANSITION
INSTITUTE
AT ILLINOIS